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To the Graduate Program:

This project, entitled "Fostering Learning Strategies for ELLs with Special Learning Needs Related to Dyslexia" and written by Ana Lorena Pizarro Jaramillo, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

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Paula Wilder, Advisor

We have reviewed this
Project and recommend its
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FOSTERING LEARNING STRATEGIES FOR ELLS WITH SPECIAL LEARNING NEEDS RELATED TO DYSLEXIA

Presented to
The Graduate Program
Of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
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Advisor: Paula M. Wilder

Abstract

Reading is an important skill that individuals learn along their lives and that is a determinant of success in all areas of personal development. Typical English language learners (ELLs) experience the reading process in a similar way as their monolingual peers. However, all individuals are equipped with different skills and have different needs. Dyslexia, a neurobiological deficit in origin, is commonly undiagnosed and leads to academic failure. Between 10 to 15 percent of the population have this learning disability. Studies demonstrate that lack of phonemic awareness skills, delay in the retrieval from the working memory and reduced vocabulary in the native language (L1) affect the reading process of a second language (L2). Accurate identification and intervention to ELLs with dyslexia can reduce the reading failure and help them to acquire the reading skills needed to success academically. Therefore, this paper provides information about dyslexia, ELLs, and intervention strategies. It includes a website that gives information about dyslexia, ELLs, and symptoms for early identification, fosters strategies for teachers to support English learners with this disability by integrating the Orton-Gillingham approach to their practices, and shares with parents activities that promote auditory discrimination and phonological awareness in their first language.

Dedication

I dedicate this thesis to my husband who has been my support and who never doubted that I could complete this project. Additionally, I dedicate this thesis to my children Samuel, Pablo and Gabriela who are my inspiration, and to my parents who were always there pushing me through regardless of distance.

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Chapter One: Introduction

Students who are identified as English Language Learners (ELLs) in the United States can participate in ESL programs to acquire the English proficiency skills, and the academic content they need to achieve the standards all students are expected to meet. The ELLs population is increasing year by year in the country. According to the National Center for Education Statistics NCES by fall 2017 there were 5.0 million of ELLs enrolled in Public schools that was the 10.0 percent of the school population. Most of these students who were enrolled in Kindergarten up to 5th grade were between 10.5 to 16.0 percent of the total student enrollment in each of those grades, and from 6th to even 13th grade were less than 8.6 percent of the total registration in each grade. ELLs population is increasing year by year, consequently, ESL teachers require an exceptional sense to identify their students' learning needs, to address them correctly, and to provide meaningful language learning experiences to meet the school demands.

During all my years as a language teacher, I have had the opportunity to teach students how to read and write. Starting in pre-school up to high school grade levels, all students scaffold different stages for developing the literacy skills they need to succeed academically. As teachers we look for the best strategies and tools to provide meaningful teaching experiences for our students to learn and acquire the language in a better way. Students perform specific activities to develop each one of the language domains (listening, speaking, writing, and reading), which are planned and arranged according to the students` skills and needs. However, as teachers we are not aware enough of all the different language-based learning disabilities students have, and

how they manifest. As a result, we deliver instruction in ways students do not show growth and on the contrary, they fall behind. This happens for years, children receive the wrong instructional techniques which instead of helping them to have a continuous growth, make them progress slowly.

Students who after some time, start struggling when learning to read, who are not engaged in reading, and show a low performance; are students who need to be in their teacher`s spotlight. This is the experience of many ESL students in different grade levels, they love to talk and participate, and they listen very well, but when it is time for them to read or write, they are anxious and unconfident. These students start to participate in MTSS interventions groups, but they still struggle learning. What happens with these students? Is that situation part of the second language acquisition process? or do they learn in a different way? Do they have a language learning disability? What does that mean? as teachers, do we know how to identify and address those needs?

Reading is one of the most important skills children learn in the early stages of the learning process. For teachers and parents, it is important to recognize indicators in children that show a high or a low performance in language acquisition. Standardized assessments and reading measures help teachers to identify how students use and comprehend the language. However, when ESL students show poor scores, it is assumed that it is because English is not their first language. This can be a certain reason, but what if there is something else. Teachers can identify clear indicators of learning disabilities that can lead to early intervention in L1 or L2 which could help to avoid serious problems in the future.

With that said, I started to research about the different language learning disabilities, specifically Dyslexia, and to think about a tool where parents and teachers could find accurate

information about this disability as well as resources to support their children and students reading skills. Dyslexia, as it is described by the International Dyslexia Association as an "specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities" (Lyon R, et al, 2003). According to the data, one in five students, or 15 - 20 percent of the population, has a language-based learning disability. Dyslexia is the most common of the language-based learning disabilities. We can include ELLs in these group.

According to Fraser et al. (2014), there are some ELLs who struggle more than their ELL peers with the development of word reading skills. Even though they receive quality instruction they may find it difficult to develop accurate and fluent word-level skills because of their reading disabilities. Therefore, it is important to consider some aspects about dyslexia. First, that is a specific learning disability which has specific characteristics and markers; Second, it has neurological processes in the brain which operate and organize the stimuli to respond to it. Third, it is characterized by low phonemic awareness, difficulty of accurate and fluent word recognition, and poor spelling and decoding skills. Fourth, it does not have any relation to IQ. Finally, classroom effective instruction in early stages helps to close the gaps and helps children at risk to develop proficient early reading skills.

How does dyslexia affect ELLs? As dyslexia is a learning disability which involves poor phonemic awareness, word decoding and reading fluency, it influences the learning of other languages. According to Pando (2015) "a deficit in a student's first language will also be evident in his second language. It is also important to understand that language abilities and reading difficulties are influenced and by specific characteristics of the orthographic system of that language". ELLs with dyslexia can make the same mistakes as ELLs without dyslexia, at some

point in their learning process. The dial here is that most of the teachers, categorize these issues as part of the “normal” performance of a second language learner, instead of recognizing them as a difficulty and as a result they avoid an early intervention.

As an ESL teacher, I think it is important to identify this learning disability and to show a clear perception of how dyslexia also affects ELLs in their language acquisition process. Equally important, I want to provide some resources to language and ESL teachers of how to identify students who show persistent reading difficulties to avoid academic failure. By using these resources, teachers can provide significant adaptations and explicit instruction to help students improve the areas in need. Additionally, I want to share information and resources with ELL`s parents who can provide extra support and help students improve their reading learning skills in their native language. Consequently, children will be working on developing strategies to work on both languages, L1 and L2.

After identifying this learning disability in ELLs, I create an online tool, that includes information for parents and teachers of how to recognize characteristics and marks of Dyslexia in ELLs. Moreover, it contains activities, techniques and strategies which focus on phonemic awareness (English phonemes, non-sense words, alphabetic principle, fluency, morphological knowledge, rhymes, decoding), reading comprehension, multisensory instruction, visual perception and how to work with mental lexicon (vocabulary, working memory and long term memory). There are videos, pictures, material for printing, practices in Spanish for parents and links to websites and Dyslexia associations.

These resources are directed to parents who want to know how to support their children with this learning disability with or without a diagnosis and can help them to provide an early intervention in their native language or the English language. Moreover, teachers can find extra

strategies and tools for applying in their classroom and when planning accommodations according to the ELL`s needs. Resources will be developed based on Wilson Reading system, the Orton-Gillingham Approach, The Lindamood-Bell program, among others.

The purpose of this tool is to integrate different resources to advocate for ELLs with Dyslexia and to promote awareness towards this topic for parents and teachers to recognize it during the early stages of the reading learning process and to intervene on time. Year by year public schools will continue enrolling more and more English Language learners to their ESL; it is our responsibility as teachers to be prepare to assist these students and make accommodations according to their specific needs as well as to provide support for their parents.

Chapter 2: Literary Review

Literacy development is a process that takes place over a sustained time, during which students learn the complexities of reading and writing. This process should start at early stages of the growing process. According to the emergent early literacy perspective, children who are exposed to reading and writing during their preschool years or earlier begin to develop writing language knowledge. When children are immersed in social environments where people are reading and writing notes, lists, letters, storybooks, road signs, product labels, magazines and other forms of print, children are observing and experiencing how writing is used around them (Peregoy & Boyle, 2017). In other words, children learn to build their knowledge of the functions and forms of print by imitating writing and reading when making drawings, scribbling letters, and later using conventional writing. This process happens in all languages despite the differences in the writing systems, mapping mechanisms (Chung & Ho, 2010) or if a language is opaque or transparent (Kovelman et al., 2016; Miller-guron & Lundberg, 2000). Different from oral language acquisition, written language needs explicit instruction to promote and scaffold reading and writing skills.

Teaching English requires specific instructional strategies that promote reading comprehension and that help emergent readers to improve their skills. The National Reading Panel (2000) mentioned that this process includes skills such as phonemic awareness and phonics, reading fluency, vocabulary development and reading comprehension. The same strategies can be developed with English language learners (ELL). English learners use the same

skills native speakers. Reading occurs in normal circumstances where these strategies are consistently used in the classroom. However, there are learning disabilities that can affect the development of these skills in native language learners as well as in ELLs and are the reasons for student`s low-achievement and failure in the process. Teachers need to be aware of these disabilities, so they can adjust and differentiate instruction, as well as support parents and children on the process.

There are different learning disabilities that can be misunderstood as laziness, lack of attention span, disruptive behavior, among others. Teachers, understanding the learning disabilities or the learning disorders, will be able to take actions and to provide an accurate intervention to supply student's needs. Dyslexia is one of these learning disabilities that affects from five to fifteen percent of the population (APS, 2011) along individual lives. This disability is often non-identified in individuals of any ages.

This chapter will explain the implications dyslexia has in the reading learning process of L1 (native language) and L2 (English language) learners, and the impact it makes in individuals. First, I will describe the rationale of this learning disorder, dyslexia. Second, how dyslexia is transferred from L1 when learning other languages. Third, how teachers and parents can provide support and intervene on time when the first symptoms appear. Following that, I will refer to some methods and approaches which have demonstrated improvements when applied regularly in children with dyslexia and how the approaches can help them to minimize the gaps in the process of learning to read and write. Finally, I will discuss the problems teachers and parents will face in the pathway to support their children; nonetheless, I will present suggestions of how to overcome difficulties.

Defining Dyslexia

According to The International Dyslexia Association (IDA), dyslexia is defined as a specific learning disability which originates in the neurobiological functions of the brain. Consequently, individuals with this special learning need show deficit in phonological component, difficulties in reading fluency, decoding and comprehension of words (Lyon et al., 2003); they also manifest deficit in access to the mental lexicon and working memory (Łockiewicz & Jaskulska, 2015). Furthermore, studies show that Intelligence Quotient (IQ) test results are not predictors of reading potential (Aaron, 1997). Dyslexia has been commonly unidentified. It becomes more evident when children repeatedly fail to read and write in elementary school (Sanphilippo et al., 2020). Commonly, dyslexic children have a familial history of similar reading problems (Rome & Osman, 1979). "Dyslexia is strongly heritable, occurring in up to 68 percent of identical twins of individuals with dyslexia and up to 50 percent of individuals who have a first degree relative with dyslexia" (Sanphilippo et al., 2020, p. 3)

Teachers and parents need to be aware of the first signs of reading deficits. Students who show these indicators may be at risk of dyslexia. *The Understood Team* (n.d.) presented a list of symptoms that parents and teachers can identify as red flags, and that can facilitate early intervention. The list is as follows:

- Children in preschool age: (a) pronounce words incorrectly, (b) struggle to name familiar objects, (c) retrieve sequences with difficulty, (d) lose the track easily, (e) communicate stories that are hard to follow, (f) learn nursery rhymes or songs that rhyme slowly, and (g) follow one direction at a time.
- K-2 grade children: (a) learn letter names and remember their sounds with difficulty, (b) reverse or inverse letters that look similar (Rome & Osman, 1979),

(c) struggle reading familiar words, (d) substitute words (Rome & Osman, 1979), (e) fail hearing individual sounds and blending them to make a word, and (f) forget the way words are spelled.

- 3-5 grade children: (a) skip or confuse small words (Rome & Osman, 1979), (b) sound out new words or identify common words with difficulty, (c) struggle answering or explaining key details in a story, (d) reverse letters (Rome & Osman, 1979), (e) spell words incorrectly, and (f) avoid reading.
- Teenagers: (a) read slow, exclude small words and parts of longer words when reading aloud (Rome & Osman, 1979), (b) struggle to remember common abbreviations, (c) search new words, (d) do not get jokes or expressions, (e) answer questions about texts when it is read aloud, and (f) take very long time to complete reading activities.

When showing these indicators, children feel anxiety and are less smart than their peers. It is the responsibility of parents and teachers to explain to a child with dyslexia, that it is a common learning difference that requires extra support for learning to read. Lyon et al. (2003) reported that with appropriate and accurate intervention, children identified as at risk for reading failure can develop proficient early reading skills.

As mentioned above, Lyon et al. (2003) defined that dyslexia “is neurobiological in origin” (p. 2). It means that an individual with dyslexia shows hypoactivity in different parts of the brain during performance of cognitive tasks, for example, reading. The brain uses different systems for reading. Broca's area is active when vocalizing words in the mind, the middle temporal-parietal area decodes sounds of letters and words, and the occipital-temporal area stores whole words. The better someone reads, the more active these areas become (Figure 2.1). In

individuals with dyslexia, the brain functions differently. Therefore, people find it more difficult to read, spell, and write. From the three areas involved in reading, only one is usually stimulated: Broca's area. With that said, only this part of the brain is active, for articulation and word analysis over-reliance. However, the hypoactivation of the Parieto-Temporal area that is in charge of phonological processing is considered a brain default network (You et al., 2010), similar to the neural disruption in the left occipital-temporal cortex in charge of word form and visual language processing.

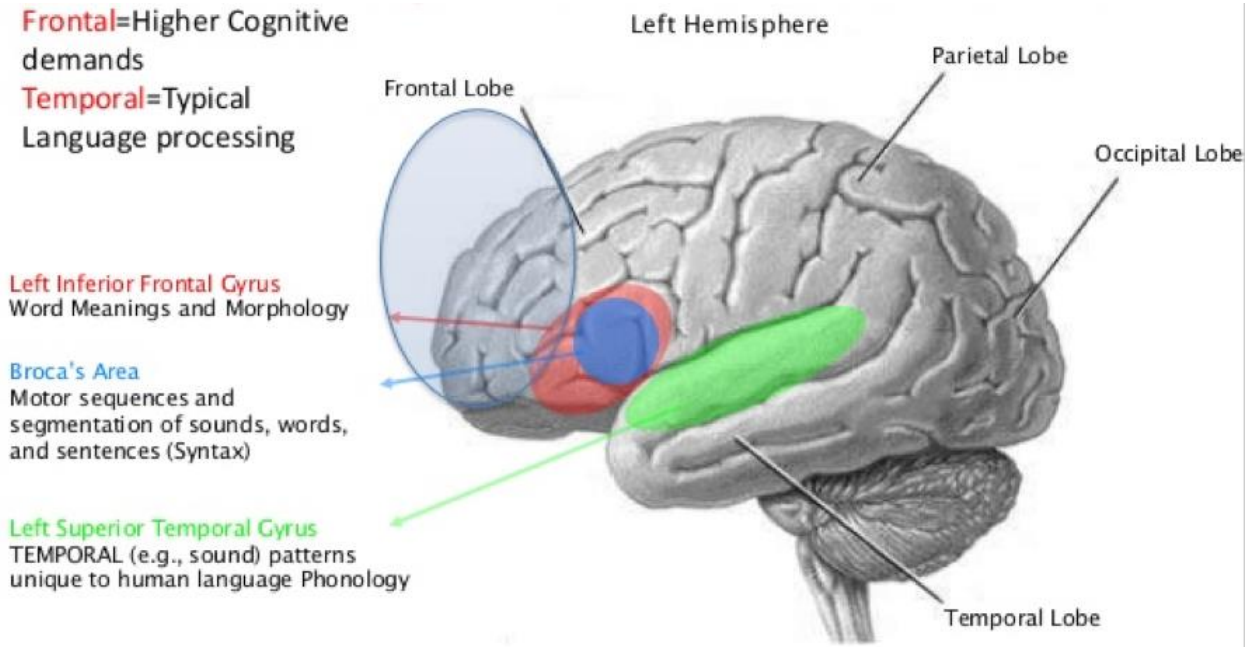


Figure 2.1: Language Areas of the Brain. Reprinted from Wikimedia Commons, 13 January 2016, Retrieved from November 10 2020, from https://commons.wikimedia.org/wiki/File:Language_Areas_of_the_Brain.png. CC BY-SA 4.0 by Leah Meraz.

Recent studies with fMRI have shown how the brain responds to different stimuli when required for a task; for instance, phonological tasks (letter naming, rhyming), and orthographic tasks (letter match). Findings demonstrate that there are neural deficits when performing reading tasks. You et al. (2010) noted that in the phonological task "typical readers exhibited neural activation in several regions within the frontal lobe, left inferior parietal and the cerebellum. Impaired English readers exhibited activity in the left precentral areas, left postcentral areas and the cerebellum" (p. 765). FMRI results in orthographic processing demonstrated that "typical readers showed activation in bilateral lingual, bilateral inferior occipital, left calcarine, several regions in the frontal lobe and left thalamus. Impaired English readers exhibited activation in bilateral lingual, bilateral inferior occipital, right inferior parietal and left SMA regions" (You et al., 2010, p. 764). The dyslexic brain operates differently from a typical brain. This is the reason why understanding this learning disability can help teachers make accommodations for students who need extra stimulation input to train the brains to make the connections it needs for reading.

Difficulties with accurate fluent word recognition and poor spelling and decoding abilities (Lyon et al., 2003) are reading behaviors that demonstrate a deficit within the language system. This is the most important characteristic that portrays dyslexic individuals, the "inability to read fluently" (Lyon et al., 2003, p. 6). Insufficiency of phonological skills such as phonemic awareness, that allows the readers to connect letters to their equivalent units of speech (Lyon et al., 2003). The application of the alphabetic principle (Kovelman et al., 2016), and morphological awareness (Chung & Ho, 2010) impede accuracy and fluency when reading letters, words, and texts. It is the same as when identifying individual sounds, blending sounds, clusters, nonsense words, etc. Individuals with dyslexia also demonstrate problems with phonological memory tasks such as nonword repetition and decoding of words or nonsense

words. This affects reading fluency because of the shortage of storing phonological content (Łockiewicz et al., 2020).

It is evident that for achieving literacy skills, an individual needs to develop phonemic awareness (PA) as a necessary component for learning to identify and read words (Cummins, 2012; Cunningham, 2001). Dyslexia which is "characterized by significant deficit in printed word recognition" (Catts et al., 2005, p. 1378), makes it hard to be conscious of the phonemic components in oral and written language, for instance, initial or ending sounds, sequencing, adding, omitting sounds, making inversions (Bravo, 2002), and reversals, rhyming, etc. These are skills that individuals with this learning disability need to develop and train to become accurate readers.

Equally important is the relationship between phonemic awareness and rapid automatized naming, the accuracy and fluency of word and nonword decoding depends on the rapid automatized naming skill (Łockiewicz et al., 2020). "Fluent reading activates a stored neural model which, in turn, allows not only fast reading to occur, but also activates correct pronunciation and understanding of the word" (Papadopoulos, 2016, p. 11). This model known as mental lexicon or mental dictionary as defined by Kurcz in 2000 (Łockiewicz & Jaskulska, 2015) stores rules of semantics, phonology, orthography, morphology, and syntax that contribute to word meaning comprehension. Verbal working memory deficits and long-term memory deficits are characteristics of dyslexia. The inability to consult, retrieve and recall familiar words, or unfamiliar letter sequences from the mental lexicon and working memory makes the reading task more difficult for impaired readers.

It has been suggested that intelligence does not have any relation with reading skills. Studies with typical readers and dyslexic readers using the IQ-discrepancy test, Full Scale IQ

test, and Nonverbal IQ test, show that the relationship is not unidirectional, but is rather reciprocal (Aaron, 1997), that means that the reading practice affects IQ. Aaron (1997) exemplified this statement comparing two kinds of readers: “over the course of a few years, good readers tend to build large vocabularies and therefore show gains in verbal IQ scores. In contrast, poor readers tend to show noticeable decline in their verbal IQ scores” (p. 462). For individuals with dyslexia, their reading deficits cannot be attributed to low IQ performance, because they are average or high IQ (Aaron, 1997) but to other factors like the ones described above.

ELLs and Dyslexia

The term English language learners is used to group individuals whose first language is different from English, and who are learning English as a second or additional language. ELLs take from five to seven years “to acquire grade- and age-appropriate English language literacy skills” (Fraser et al., 2014, p. 11). During those years, children can naturally develop the same reading skills monolingual students develop when reading. Some of these skills include phonemic and morphological awareness, decoding, rhyming, reading comprehension, etc., (Peregoy & Boyle, 2017). Nevertheless, these students show less proficient comprehension skills due to having less knowledge of depth of vocabulary than their monolingual peers in the first stages of the learning process. During second language acquisition, students face certain difficulties in their learning process, and these difficulties are usually interpreted as typically developing ELLs skills (Fraser et al., 2014). However, when children manifest symptoms and indicators of students with learning disabilities, it is important to identify them to provide accurate intervention.

As defined above, dyslexia is a learning disorder that affects the acquisition of word identification in reading (Lyon et al. 2003). Most of the studies regarding dyslexia are focused on the reading skills in the first language of individuals. There is not much investigation about how this learning disability affects second language or foreign language acquisition in English (Chung & Ho, 2010). Nevertheless, in the last few years there has been an increase of studies about how bilinguals and monolingual readers with dyslexia learn to read in English as a second or foreign language. The studies of Chung and Ho (2010) in Chinese children with dyslexia demonstrated that "dyslexic readers with relative weakness in their first language (L1) are prone to similar difficulties in their second language (L2) based on the transfer from one language to the other" (p. 195). A dyslexic reader who shows deficits in reading in the first language experiences language deficits when reading a second one.

Miller-guron and Lundberg (2000) suggested that "regular symptoms of dyslexia such as weaknesses in phonological processing, poor working memory, poor auditory discrimination, confusion over syntax and faulty auditory sequencing are all expected to impair the development of L2 reading skills" (p. 42). Deficits in the neurobiological system when required to read in L1, remain the same when reading in L2. According to You et al. (2011) neural processes in the parieto-temporal region of dyslexic individuals in L2 learning are comparable to the dyslexic individuals' neural processes in L1 (p. 767). The Linguistic Coding Differences Hypothesis affirms that one`s skill in native language (phonological/orthographic, syntactic, and semantic) provides as a basis for learning a foreign or second language successfully (Simon, 2000).

Areas of weakness in ELLs with reading difficulties include phonological awareness, decoding, word reading, RAN, vocabulary, and comprehension (Fraser et al., 2014), working memory deficits (Simon, 2000), and lexical memory (Chung & Ho, 2010). These are the same

skills needed when learning to read a first language. When there is a deficit in these skills in L1, students will face the same deficits when learning L2 (Pando, 2015).

To understand the relationship between L1 (which can be any language) and L2 (English), it is important to identify the characteristics of each language, and how they are represented. English language is an orthographically non-transparent language, (Bogdanowicz, K. & Bogdanowicz M., 2016). This means that there are some rules between graphemes and phonemes that are inconsistent. Children learning English "develop orthographic representations" (Miller-guron & Lundberg, 2000, p. 46) that prioritize the use of time. However, children with reading impairments show phonological deficits which causes them to be unable to make 1:1 decoding and segmentation and make it difficult for them to find a relationship between rhyme and sound. In English derivational and inflectional morphologies are important when working with morphemes units and the structure of words, which represent functions and grammatical changes at word level (Chung & Ho, 2010). Children with dyslexia, have a difficult time making the connections to interpret the English language because of the deficit in language processing that starts in the brain. The same indicators of dyslexia in monolingual students are reflected in ELL´s with the same impairment reading disability (Menbet, 2018).

Consequences of negligence in identifying ELL children with dyslexia include; academic failure (Kovelman et al., 2016), reduced reading experience (Łockiewicz, & Jaskulska, 2015), anxiety, low self-esteem, loss of motivation (Dimililer, & Istek, 2018), depression (Sanfilippo et al, 2020), system breakdown (Simon, 2000), and deficit in other academic and cognitive areas (Lyon et al., 2003). Parent and teacher identification of early indicators of dyslexia in ELL´s facilitate early diagnosis, accurate intervention, and support to help the children fail academically.

Teachers and Parents' Support

First, it is important to understand that dyslexia is a learning disability that affects between five to fifteen percent of the population (APS, 2011). Second, with adequate reading support instruction, almost all children with dyslexia learn to read. Rome and Osman (1979) reported that "the basic treatment of dyslexia is educational" (p. 660). Teachers, parents, and pediatricians can work together to help children acquire the skills they need to read and spell (Rome & Osman, 1979).

To address this special learning need, ELL`s parents and teachers need to recognize the early indicators that children with dyslexia show which are the same across languages. Primarily, it is important to identify the general health conditions of the child, prior to making a judgment about dyslexia. Children who in general show a normal physical development, regular vision and hearing skills, average or above intelligence range, and emotional stability, but, show difficulty in reading and spelling tasks, in addition to family reading history deficits, have more possibilities to have a specific language disability (Rome & Osman, 1979). The IDA established to diagnose dyslexia, information from the classroom teacher(s), speech/pathologist, educational assessment specialists and medical personnel is gathered, (International Dyslexia Association, 2019). After that, the work of the teachers, specialist and parents are responsible to help the children overcome their difficulties.

Teaching students with dyslexia requires teacher`s preparedness, According to Nijakowska et al., (2018) "research findings indicate that the teachers with greater awareness of self-efficacy, lower levels of anxiety, and positive beliefs and stance relating to individual learning differences and inclusion prove more successful in implementing inclusive instructional practices in their classrooms" (p. 358). Rome and Osman (1979) noted that "the programs

usually planned for remedial reading classes in schools are not designed to meet the special needs of the dyslexic" (p. 666). Awareness regarding this disability is necessary, and teacher preparedness to interact with ELLs with dyslexia promote inclusion in their instructional practices. Additional training in special programs prepares teachers and makes them feel more confident to teach ELLs with dyslexia. According to Nijakowska et al. (2018) "teacher professional training can be improved in terms of content, methods, and delivery modes to better meet teachers` needs and to allow them to better respond to the challenges set by the global inclusive education trends" (p. 371).

ELL students with reading deficits need continuous support and focused instruction in reading skills. The Response to Intervention (RTI) is a tiered approach method that helps monolingual students who are experiencing reading difficulties. It is also known as MTSS (Multi-tiered system support). The RTI model has three levels: tier I, brings general instruction to all students; tier II, provides intervention in small groups to students who are struggling in a specific area; and tier III, gives specialized and intensive support to smaller groups of students who have not responded positively to the tier I and tier II interventions (Fraser et al., 2014). Fraser et al. (2014), concluded that "ELLs benefit from the same types of instruction as struggling monolinguals" (p. 15). For this reason, ELLs` instruction "should be comprehensive, systematic, explicit and timely" (Fraser et al., 2014, p. 15).

Parents play an important role when supporting children with dyslexia. Once they have been notified of the child's learning disability, they need to continue providing literacy development opportunities to their child. No matter the language they speak, they can give additional assistance to what the children receive at school. Peregoy and Boyle (2017) mentioned that "for early literacy concepts to develop, exposure to literacy events is what

matters most” (p. 221). In fact, reading with children at home in the first language helps them to develop the listening skills, increase vocabulary, improve comprehension, and make connections of spoken language and written forms. Sharing oral literacy traditions such as folktales and fables to enrich first language add important content to their early literacy development (Peregoy & Boyle, 2017) and help them to develop love for reading and appreciation of good literature. Consequently, parents need “to ensure that the child has the opportunity to learn to read sufficiently in his or her primary language of use at the same time as the child learns to read less familiar languages" (Kovelman et al., 2016, p. 4).

There is a fear from parents to use the native language to support their child's needs, because they think it “might be harmful to their children's acquisition of English” (Peregoy & Boyle, 2017), but what they do not understand is that if a child does not have the basic skills in L1, he and/or she won't be able to transfer them to L2. Therefore, children with a low reading performance in L1 will face difficulties when reading in L2. The *IDA Dyslexia Handbook What Every Family Should Know* (2019) described additional practices that parents might consider to support the education of a child with dyslexia. First, they need to learn about this learning disability to adjust their daily routines and activities. This includes, creating a collection with child's work, keeping high expectations, visiting the child's classroom, being patient, reading aloud with the child, helping the child with a hobby or an interest skill, talking with the child and keeping a sense of humor, among others. Briefly, parents` attitudes towards their child learning needs play an important role because at the end they are who advocate for their child.

Instructional Approaches and Methods

Furthermore, teachers require special preparation to support the dyslexic child to master all the information he and or she needs to know. However, there is not enough research in how to provide the best remediation support for ELLs with dyslexia, some studies have demonstrated that English language dyslexic learners have extraordinary abilities when integrating multiple senses. Also, they can recall what they have learned easily by touching, building, and exploiting their nonverbal abilities (Menbet, 2018). Incorporating these abilities when learning sounds, letters and words can help children with dyslexia to read accurately. Appropriate instructional programs that meet the specific needs of children with dyslexia include the multisensorial approach in addition to the phonological awareness training.

The multisensory approach uses three ways to apply learning: visual, auditory, and kinesthetic-tactile (Rome & Osman, 1979). Studies demonstrate that the Orton-Gillingham approach or multisensory approach is an appropriate intervention alternative "for students who have weaknesses in oral and writing native language skills that affect foreign language learning" (Simon, 2000, p. 163). The approach focuses on helping children to read at word level. Students learn the phonic units of the language by visualizing, pronouncing, and relating them with kinesthetic reinforcements of the articulatory system and the arm and hand movements. (Rome & Osman, 1979). Rules of speech sounds and generalizations are taught explicitly to show all letters variations and their combinations. This method is a structured program that teaches "elements from simple to complex … step by step" (Rome & Osman, 1979, p. 668). New content elements are introduced once children have mastered the previous one to make the correct relation.

As part of the multisensory approach, children with dyslexia need to improve the working memory. Studies have demonstrated that the deficits in accessing the mental lexicon and verbal working memory reduce the L2 vocabulary storage. Some techniques that help students to make associations to learn new vocabulary include: presenting word lists, categorizing sight words according to their frequency, creating mind maps and flashcards, learning through touching, and providing words with different colors and textures (Bogdanowicz & Bogdanowicz, 2016; Łockiewicz & Jaskulska, 2015; Menbet, 2018). These techniques can help children to make the connections they need to recall words easily and faster.

In the same way as the multisensory approach, "The Good Start Method for English" (GSM), is a method developed by Bogdanowicz, Bogdanowicz and Łockiewicz. The method involves visual, auditory, touch and kinesthetic-motor functions for learning English as a second language. The good start method for English focuses on stimulating psychomotor development where the language material is based on nursery rhymes. (Bogdanowicz & Bogdanowicz, 2016). The method also applies a multisensory approach. The authors mentioned that "during the lessons larger areas of the brain are engaged as well as other parts of the central nervous system… of verbal material" (Bogdanowicz & Bogdanowicz, 2016, p. 268).

Programs based on the Orton-Gillingham approach are listed in this section. One is Barton Reading program, which includes multisensory strategies using all five senses to help children make connections between sounds and words; however, it focuses more on spelling. This program helps to build vocabulary where students memorize rules and practice them with nonsense words (Rosen, n.d.a). This approach was designed to be used for people without educational training. Another program is Lindamood-Bell that uses a multisensory approach to link letters to sounds and blending sounds to make letters. It also focuses on identifying content

by using mental images (Rosen, n.d.b). The last one is the Wilson Reading Method that also uses a multisensory approach, but different from the other methods, it uses fewer pictures to help students to focus on decoding without visual clues. In addition, it uses the sound-tapping system (Rosen, n.d.c). These three methods use the same multisensory technique; however, they differ in their emphasis. The first focuses on spelling, the second one on content by using mental image, and the third one on tapping to make sounds. These methods use multisensory stimulus that are important when providing support to ELLs with dyslexia.

In addition to these methods, The International Dyslexia Association described the Structured Literacy approach, as an explicit, methodical, and cumulative approach (Greene, n.d.). It integrates the four literacy domains and emphasizes in the structure of language. The content of structured literacy includes phonology (phonemic awareness ability to distinguish and manipulate sounds), sound symbol association (alphabetic principle ability to map phonemes to letters), syllable instruction (identify the grapheme types to associate and decode words), morphology (study the base elements and affixes to decode and unlock complex words), syntax (set the principles to understand the sequence and function of words), and semantics (comprehend and understand the meaning) (IDA, 2019; Pando, 2015).

Furthermore, children with special learning disabilities need special adaptations that complement the intervention. The International Dyslexia Association considered the following accommodations that teachers need to have in mind and which provide a framework for helping students with Dyslexia" (Pando, 2015, p. 108) to achieve the standards of general and special education. Teachers might record instructions and reading materials for students to reply for clarification; besides, they can give simple instructions, present work in small amounts, avoid

extra stimuli input, provide additional activities to practice content and vocabulary, repeat directions, keep routines, and display work samples, among others (Pando, 2016).

Accurate interventions help children to close the reading skill gaps they have and allow them to achieve school expectations. Teachers need to accommodate the lessons to use the best practices when teaching English. In summary, these practices need to include multisensory approach, phonics, drills (Rome & Osman, 1979), word-level reading, text comprehension (Fraser et al., 2014) and structured literacy methods. In their studies, Fraser et al. (2014) concluded that "accurate identification and timely intervention of ELLs with reading disabilities is paramount for these students to receive the help they need to be academically successful" (p. 16). English as a second language teachers need professional development opportunities where they can learn about this learning disability and how to provide accurate support. ELLs need special accommodations regarding instructional practices, the success in the interventions will help students to develop the English reading skills they need to reach school academic expectations.

Conclusion

Dyslexia is a special learning need that has been underestimated. The lack of knowledge of what it is and how it affects individuals makes it more difficult to identify. Teachers in general have incomplete perceptions about it. Rome and Osman (1979) referenced that "The teacher who is unfamiliar with language disabilities may also be at a loss to explain her pupil`s failure in school" (p. 662). Children with reading skill deficits in L1 transfer them when learning English. It is important to simplify resources and tools where ESL teachers can obtain the knowledge and

the basic skills needed to provide accurate support to children at risk of dyslexia or who have dyslexia.

Regarding ESL teaching, Cummins (2000) mentioned that **"**students experience academic failure and low levels of literacy in both their languages when they are submersed in an L2-only instructional environment; however, bilingual students who continue to develop both languages …appear to experience positive cognitive and academic outcomes" (p. 174)**.** To minimize reading difficulties as dyslexia, parents need to continue strengthening their child`s first language. Teachers and parents do not need to be expert in the knowledge about this learning disability to provide support to ELLs. However, easy access tools where they can learn about important signs, intervention teaching strategies, and materials can make instruction and intervention more effective.

Chapter Three: Project Design

In this chapter, I intend to explain the rationale of creating an educational website for teachers and parents with ELLs who are experiencing a learning disability related to dyslexia. This tool provides information, strategies, resources, and guidelines of how to support the special needs of this group of students. The website shows in one place what teachers and parents need to learn about dyslexia, and how they can address this learning deficit with their ELLs by following a few steps. The website has information in both English and Spanish languages because most of the ELL students enrolled in public schools come from Spanish-speaking families.

Dyslexia is hard to be diagnosed in a second language environment. However, research on this topic has demonstrated that children with learning reading disabilities in the L1 show similar behaviors when reading in the L2. It has been assumed that "the lexical processes underlaying L2 reading skills mirror the lexical processes employed in L1" (Miller-Guron & Lundberg, 2000, p. 42). As dyslexia is "neurobiological in origin" (Lyon et al., 2003, p. 3), the deficit in processing the information is not linked to a specific language system. Consequently, the characteristics of students with reading disabilities remain the same despite the language.

There is a relation between the behaviors and indicators of student with reading disabilities, such as dyslexia and ELLs. Both groups show deficits in reading decoding and comprehension, difficulty when following directions, errors in grammar and syntax when writing, deficit in task completion and low motivation when asked to read (Fraser et al, 2014).

As a result, it can be difficult for teachers to identify the specific behaviors of an ELL with dyslexia from a typical developing ELL. Nevertheless, typical developing ELLs make continuous improvement in reading accuracy and comprehension after several years in getting English instruction, and they can perform on average with their English native language peers.

After identifying that one of the reasons of low reading performance and academic failure in healthy and normal developed ELLs, who have received intervention with poor results, due to an under-identified learning disability related to dyslexia, I decided to create a tool to promote awareness for teachers and parents regarding this topic and to foster accurate learning strategies to support ELL children who are struggling when learning to read.

I think that for teachers who do not have a training in how to approach this kind of learning disability can be difficult to recognize behaviors and characteristics of ELL children with dyslexia. Furthermore, they do not know what specific interventions these children need to develop the literacy skills required to success academically. Moreover, parents must be mindful of their children's needs to provide additional support and adjust their routines. The website presents information about dyslexia and a description of what kind of signs parents and teachers need to be aware of in order to identify if their child is at risk of dyslexia or has dyslexia. The website does not intend to diagnose individuals; it only provides general information that can lead to further identification and diagnosis from specialists and physicians.

It is necessary to understand the nature of dyslexia and how to provide the support by using the correct strategies and approaches. Children with this disability present deficits in phonological processing, which is the ability to recognize and manipulate speech sounds. This deficit results in impairments in word recognition, spelling, and decoding. Consequently, this scenario leads to a difficulty in reading fluency and comprehension, reduced vocabulary

retrieval, and low content knowledge. All that precedes a decline in school performance (Sanfilippo et al., 2020). Furthermore, the strategies and approaches required to provide accurate support need to include a multisensory approach, phonemic awareness, and knowledge of rules. The website presents materials that involve multisensory activities (auditory, visual, and kinesthetic drills), that enhance phonemic skills to help children to develop phonemic awareness, decoding and encoding skills, rhyming, spelling, and reading fluency. The activities are developed in different levels and are intended to provide ideas of how to work in intervention groups or general instruction in inclusion classrooms by using the Orton-Gillingham approach and Wilson reading method. The integration of multisensory skills also provides ELLs with dyslexia the skill to retrieve information from the mental lexicon and the verbal working memory to improve reading fluency and decoding (Łockiewicz & Jaskulska, 2015).

For parents, the website provides videos with English letter sounds for parents to practice with children, word families and multisensory techniques for supporting their children memorization mechanisms. In addition, it describes five 10-minute parent lessons for practicing phonemic skills and reading. In addition, there are suggestions for parents to reinforce their children first language skills to help them transfer to the second language. On the website parents can find materials in Spanish and in English as well as suggestions for improving the literacy skills at home. Parents can find additional resources and information on other websites that promote understanding about dyslexia.

The website includes a home page with additional tabs, including teachers, parents, resources, learn more about, and a contact page. The *Home* page describes the generalities of dyslexia and the important details about this disability in relation to ELLs. Furthermore, it provides early signs, behaviors, and characteristics which are red flags to lead the diagnosis of

children with dyslexia or to identify children at risk of dyslexia. The *teachers* page includes three lessons with 5 activities: (1) a review drill (three-part drill); (2) teaching a new skill; (3) syllabication; (4) red words; and (5) oral reading. Teachers can use them as samples of how to make accommodations and how to deliver instruction. Teachers can find printable material and use the videos in their general practices. The *parents* page has videos in Spanish and English for parents to practice the English sounds with children and the alphabet. Parents also can find five 10-minute lessons for working with their child every day. These activities include multisensory activities to practice phonemic awareness and rhyming skills. The page also promotes native language enrichment resources for parents to increase the Spanish literacy skills at home. The *resources* page compiles all printing resources, and audiovisual material. and the *learn more about* page provides links to organizations that promote awareness about dyslexia and that explain this difficulty in a specific way. The *contact* page is intended to be for requiring more information and ask questions.

The main purpose of this website is to put together information about dyslexia and ELLs, and to promote awareness about this learning disability in the English as a second language (ESL) classroom. As teachers we can provide accurate intervention to supply the special learning needs of this group of students. As parents we can support and motivate our own children to be academically successful despite this disability. It is necessary that teachers and parents learn about dyslexia, find the tools that facilitate reading language acquisition, and recognize the indicators that lead to identify and diagnose this disability.

Chapter 4: The project

The present project is an educational website designed to foster information, strategies, and resources for teachers and parents who have English language students and children with a learning need related to dyslexia. The website includes information about dyslexia, description of symptoms, strategies on how to provide accurate intervention for ELLs with this learning deficit, intervention reading lesson samples based on Orton-Gillingham approach, additional resources for teachers to develop the lessons, activities for parents in Spanish to support the phonemic awareness and auditory discrimination in the native language, and links to other websites, videos and YouTube playlists to learn more about this learning disability.

The website name is **www.dyeslxia.com**. The logo of the website was designed by Jhon Pizarro (Figure 4.1). The logo includes both contents of the site "dyslexia" and "ESL", which summarize the purpose of the page, to present two different information topics together in one place.

Figure 4.1: Website Logo

The misspelled word in the Logo has a purpose, it exemplifies how dyslexic individuals commit misspelling errors during the reading and writing process. Additionally, the picture of a brain encloses the neural process that children with dyslexia need to train. All material on the website includes the Logo that represent the philosophy of this online tool.

The main page of the website (Figure 4.2) displays the menu in the main navigation bar. The content page has four boxes at the bottom, with a brief description of four of the main pages on the website. This gives the users a general overview of what to expect from the website. The main menu includes the **"Home"** page, **"Dyslexia & ELLs"** page, **"Teachers"** page, **"Parents"** page and a more tab with the subpages **"Learn more"** and **"Contact"** pages.

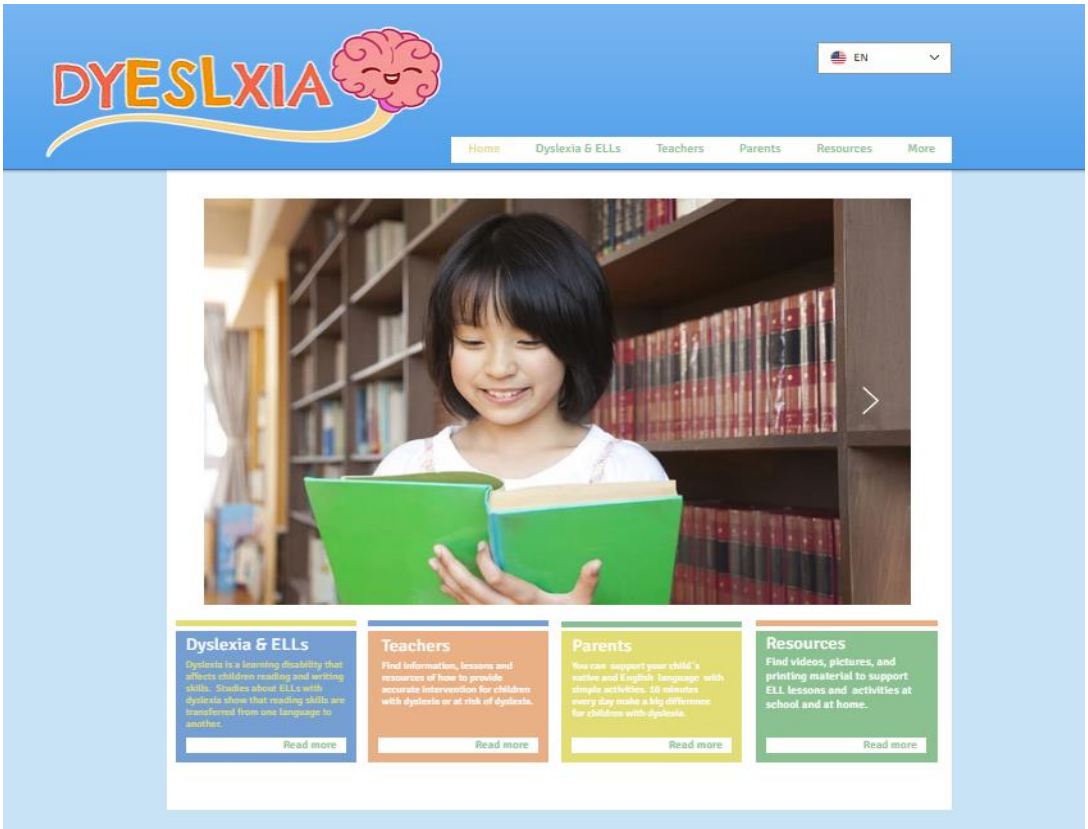


Figure 4.2: Home page

In the secondary navigation menu on the header, there is a **"Language"** selection tab (Figure 4.3), that changes the language of the website from English to Spanish or vice versa. Users can switch languages according to their needs to browse the web, find information, and resources with more confidence in their preferred language. All the information on the website is set for these two languages.

Figure 4.3: Language tab (English and Spanish options)

The second page **"Dyslexia & ELLs"** gives information of what dyslexia is and how it can be connected to English language learners (Figure 4.4). *The National Reading Panel* mentioned the importance of phonemic awareness instruction to children who are at risk of failure, who are normal processing or who are learning disabled. Phonemic awareness plays an essential role when learning to read and write. Therefore, ELLs with dyslexia need explicit and exhaustive instruction regarding this topic.

Under the subpage **"Symptoms and indicators"** in the **"Dyslexia & ELLs"** page, there is a description of symptoms and indicators that teachers and parents need to be aware of to provide support for children with dyslexia or at risk of dyslexia. This description is divided according to children`s age and school grades (Figure 4.5).

Figure 4.4: Dyslexia & ELLs page

Figure 4.5: Dyslexia symptoms and indicators subpage

After identifying the symptoms of dyslexia, teachers or parents can browse the next pages according to their needs. The third page **"Teachers"** contains information of how to support ELLs with dyslexia by developing the phonological awareness as precursor of accuracy, fluency and reading comprehension (Figure 4.6).

Figure 4.6: Teachers page

In this page, teachers can find additional information regarding how to provide support by integrating the multisensory method and the structured literacy approach. The website explains activities based on the Orton-Gillingham approach that gives specific guidance of how to develop student's phonological awareness by following some techniques in the moment of

delivering instruction to ELLs with dyslexia. These techniques include multisensory input by integrating visual, auditory, and tactile activities (Figure 4.7).

The phonemic awareness drills for ELLs with dyslexia must include:

Phonological awareness

- Discrimination (word pair same or different)
- Rhymes (word pairs that rhyme)

Phonemic awarenss

- Identification of target sounds
- Isolation (Initial, final or medial sounds)
- Blending sounds in a word
- Segmentation (break the word into individual sounds)
- Deletion (delate words, syllables or phonemes), addition (add phoneme) and substitution (substitute a phoneme)

Research into English language learners with dyslexia has demonstrated that language skills are transferred from one language to another. That said, ELLs with dyslexia can receive the same support as an English native speaker with the same disability. The Orton-Gillingham approach, a pioneer instructional approach for providing intervention to students with dyslexia, integrates multisensory skills and the structured language method.

Interventios for students with dyslexia based on the Orton-Gillingham include the following activities:

- Three part drill (visual, auditory and blending drills) that work as a review of previous content.
- Teaching new skill (introduction of new sounds)
- Syllabication (syllable type rules to identify how to pronounce words according to its structure.
- Red words (sight words practice and memorization)
- Oral reading (guided reading practice with the new sound learned)

Support to students with dyslexia or at risk of dyslexia is provided according to the Response to Intervention (RTI) model. Teachers with ELLs with this learning disability need to make accomodations to their instruction to include multisensory skills while teaching phonemic awareness and reading comprehension. Teachers need to be aware of what the student really knows based on the assessments results to make a plan with the pathway to follow. Teachers do not focus in the grade level content to master, but on the student`s needs to read.

Figure 4.7: Teachers page continue

Additionally, the page includes three intervention lesson plan samples to download (See Appendix A) that describe step by step how to implement the Orton-Gillingham approach by developing 5 activities that include practicing the three part drill, learning a new skill, learning syllabication, learning red words, and reading practice (Figure 4.8). This section has additional video and information links about how to apply the techniques.

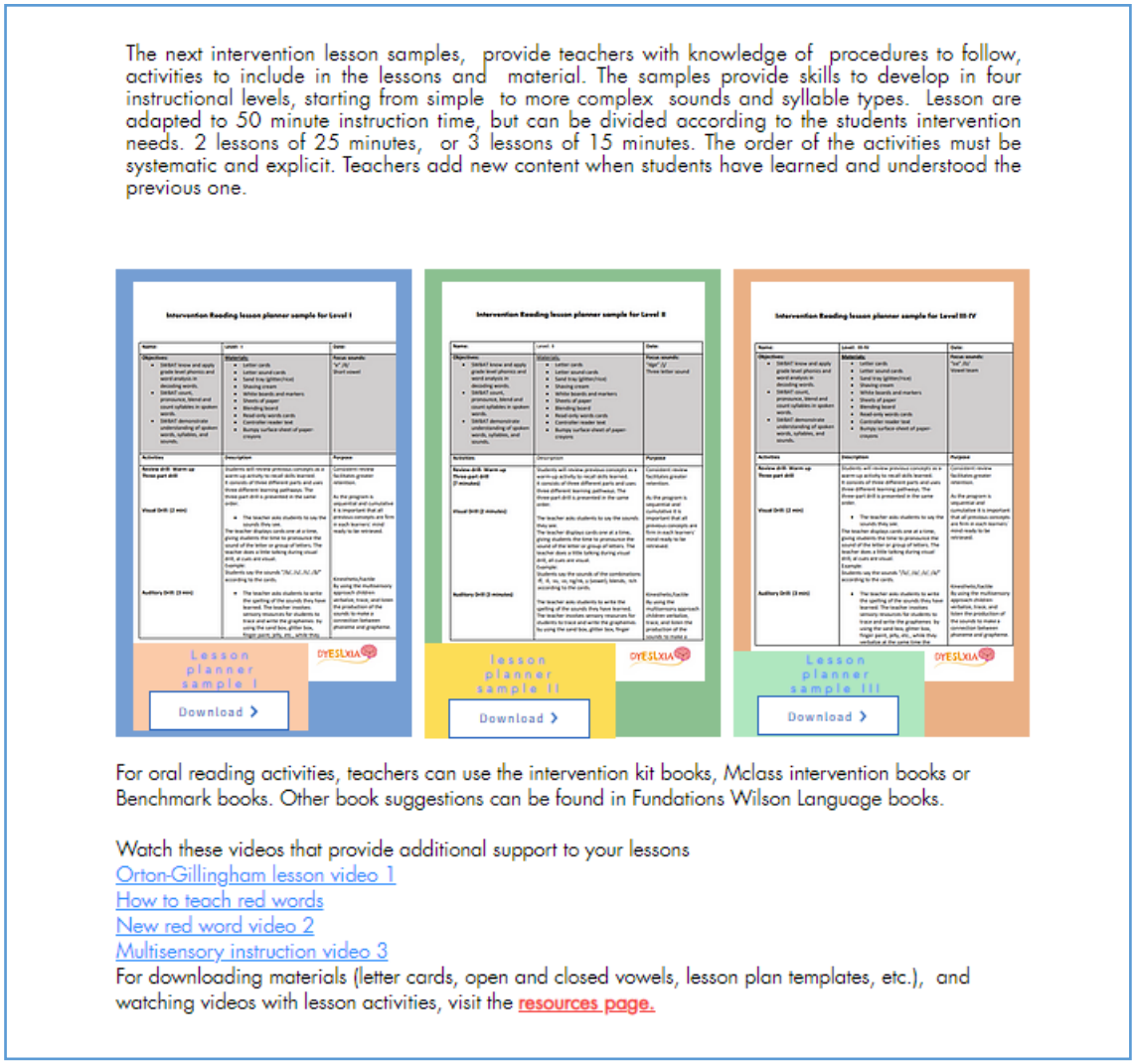


Figure 4.8: Teachers page intervention lesson samples

The fourth page **"Parents"** explains the importance of parents´ participation to support their English language learner children in their first language (Figure 4.9). Because dyslexia is a learning disability that transfers deficit skills to any other language, parents can provide extra help to develop the reading skills their children need to learn English as a second language, to succeed academically. The page suggests accommodations as well as ten-minute activities where parents can increase auditory discrimination, phonemic awareness, and memory (Figure 4.10).

There are five activities that parents can download, and which focus on developing first and last sound identification, rhyming, comprehension, and auditory discrimination (See Appendix B).

Figure 4.9: Parents page

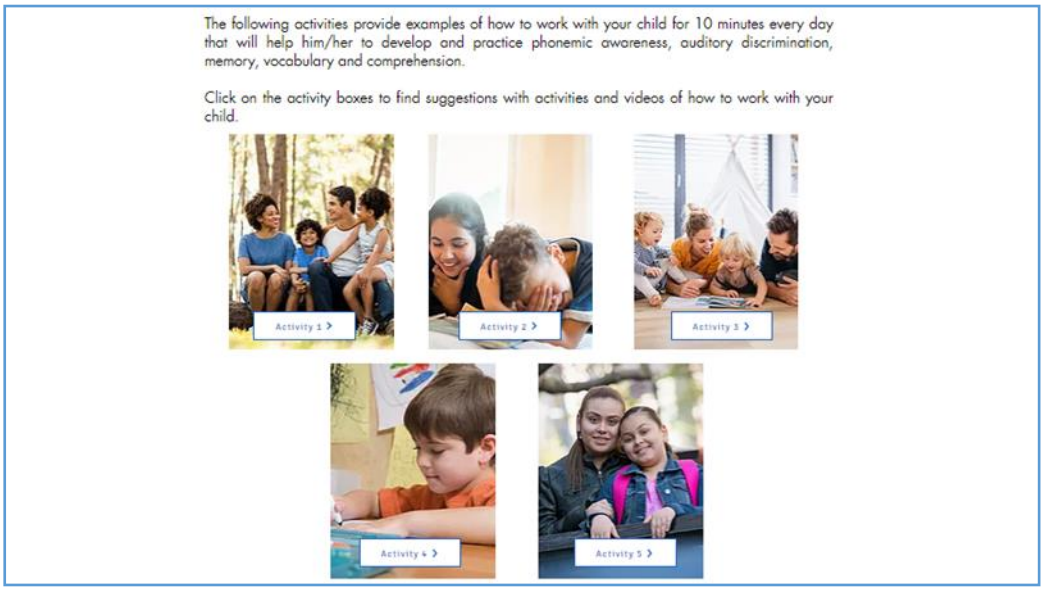


Figure 4.10: Parents page ten-minute activities

The fifth page **"Resources"** describes and contains different resources and materials to support teachers and parents to teach and help the ELLs to develop the multisensory skills needed to make the reading skill connections in the brain to retrieve the information while performing a reading task (Figure 4.11). The page has a collection (Figure 4.12) of lessons, templates, letter cards and activities to download (See Appendix C); a gallery of pictures with multisensory materials to use with children (Figure 4.13), and a collection of videos in the website that takes to the YouTube channel to practice the ABC´s letter name and sounds, first sounds fluency, diagraphs, vowel teams among others (Figure 4.14 and Figure 4.15).

Figure 4.11: Resources page

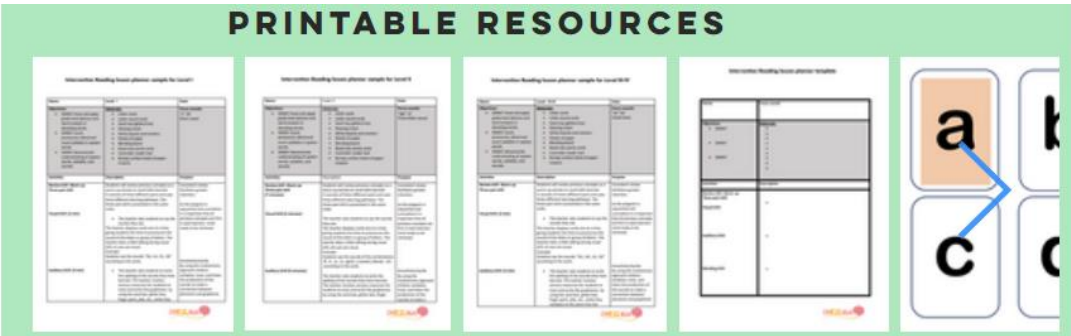


Figure 4.12: Resources page printable resources.

Figure 4.13: Resources page multisensory gallery resources. Pictures by Ana Pizarro

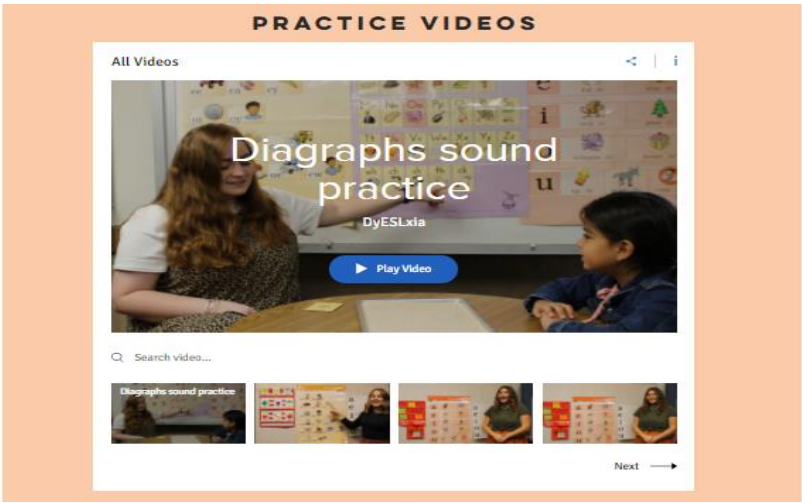


Figure 4.14: Resources page Video collection. Videos made by Ana Pizarro

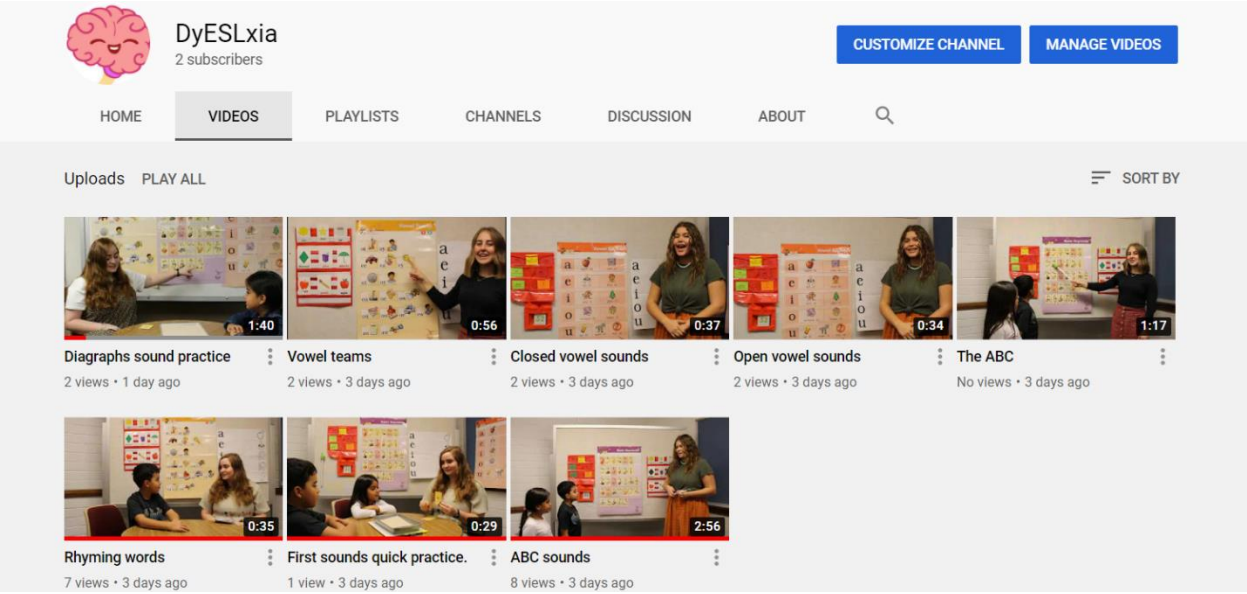
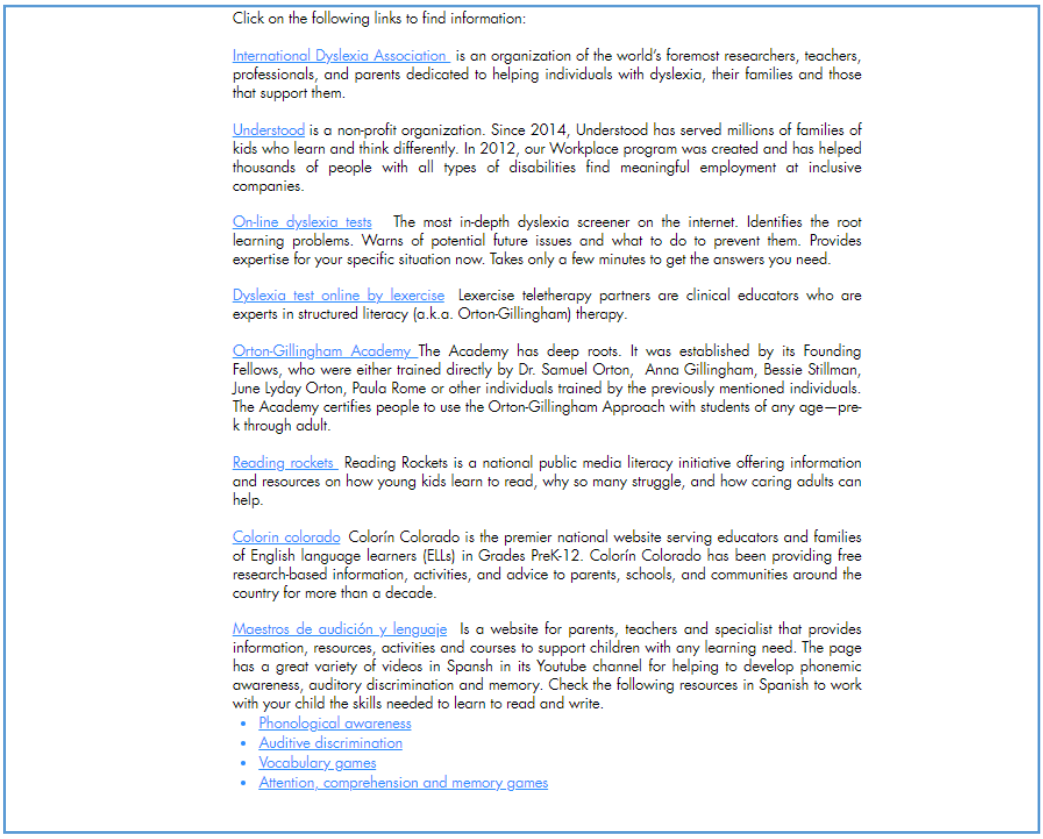


Figure 4.15: YouTube channel created by Ana Pizarro

Additional information and resource pages can be found in the **"More"** tab which takes the user to two sites: **"Learn more"** (Figure 4.16), and **"Contact"** pages.

Figure 4.16: Learn more page

The first site displays links of different organizations, academies and websites in English and Spanish that provide support to individuals with dyslexia (Figure 4.17). Although, any of them provide direct support for ELLs with this learning disability, giving accurate support to children with dyslexia in the native language or the English language bring positive results in these children because reading learning processes take place in the same areas in the brain.



Click on the following links to find information:

International Dyslexia Association is an organization of the world's foremost researchers, teachers, professionals, and parents dedicated to helping individuals with dyslexia, their families and those that support them.

Understood is a non-profit organization. Since 2014, Understood has served millions of families of kids who learn and think differently. In 2012, our Workplace program was created and has helped thousands of people with all types of disabilities find meaningful employment at inclusive companies.

On-line dyslexia tests The most in-depth dyslexia screener on the internet. Identifies the root learning problems. Warns of potential future issues and what to do to prevent them. Provides expertise for your specific situation now. Takes only a few minutes to get the answers you need.

Dyslexia test online by lexercise Lexercise teletherapy partners are clinical educators who are experts in structured literacy (a.k.a. Orton-Gillingham) therapy.

Orton-Gillingham Academy The Academy has deep roots. It was established by its Founding Fellows, who were either trained directly by Dr. Samuel Orton, Anna Gillingham, Bessie Stillman, June Lyday Orton, Paula Rome or other individuals trained by the previously mentioned individuals. The Academy certifies people to use the Orton-Gillingham Approach with students of any age—pre-k through adult.

Reading rockets Reading Rockets is a national public media literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help.

Colorin colorado Colorín Colorado is the premier national website serving educators and families of English language learners (ELLs) in Grades PreK-12. Colorín Colorado has been providing free research-based information, activities, and advice to parents, schools, and communities around the country for more than a decade.

Maestros de audición y lenguaje Is a website for parents, teachers and specialist that provides information, resources, activities and courses to support children with any learning need. The page has a great variety of videos in Spansh in its Youtube channel for helping to develop phonemic awareness, auditory discrimination and memory. Check the following resources in Spanish to work with your child the skills needed to learn to read and write.

- Phonological awareness
- Auditive discrimination
- Vocabulary games
- Attention, comprehension and memory games

Figure 4.17: Learn more page link sites.

The last page is the **"Contact"** page, here users can visualize the contact information of the website (Figure 4.18). Furthermore, they can leave their information and make questions about the site or about ELLs with dyslexia.

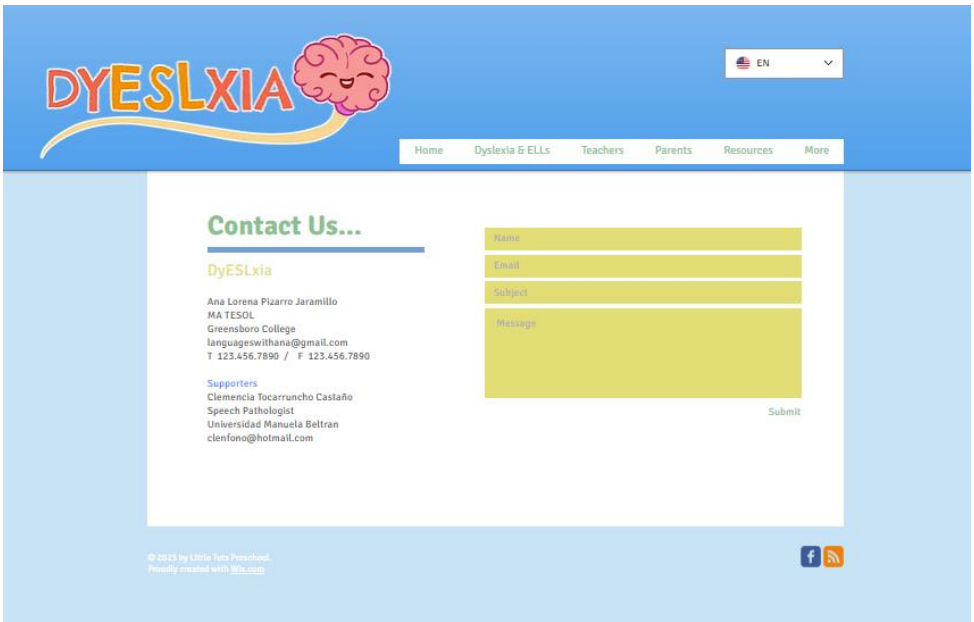


Figure 4.18: Contact page

The website has additional features to provide support to the user. All website is accessible for Spanish speaker users in their language (See Appendix D). Furthermore, The site has a **"chat box"** (Figure 4.19) where all users can make their questions or share their concerns about dyslexia and ELLS in real time and they can receive answer from the website provider immediately or via email.

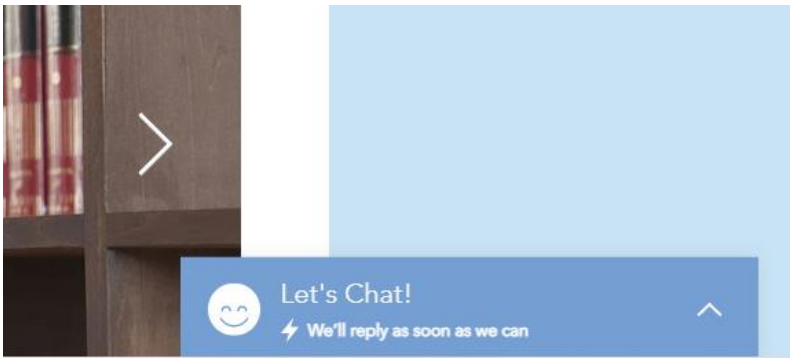


Figure 4.19: Chat box

The purpose of the website is to foster strategies for ELLs learning needs related to dyslexia. This tool provides teachers and parents with information about dyslexia, additional resources, and strategies based on approaches and methods that work towards the development of the basic reading skills, such as: phonology (phonemic awareness ability to distinguish and manipulate sounds), sound symbol association (alphabetic principle ability to map phonemes to letters), syllable instruction (identify the grapheme types to associate and decode words), morphology (study the base elements and affixes to decode and unlock complex words), syntax (set the principles to understand the sequence and function of words), and semantics (comprehend and understand the meaning) for providing accurate support to ELLs in a simple and planned way.

Dyslexia in ELLs is a topic which is being studied by researchers, the page will be updating from time to time to give additional information and data about recent studies in this matter to bring supplementary outcomes and strategies.

Chapter 5: Conclusion

Learning new strategies and techniques that help our students to develop the English literacy skills they need to succeed academically is an important task that we all as teachers need to look for. Each child is different from one another and has individual needs that we must identify. These individual needs have different characteristics that lead us to give the support each child needs to learn. Dyslexia is one of those learning needs that affects individuals´ ability to learn to read from ten to fifteen percent of the population, and which most of the times is overlooked. Typical ELLs struggle at some point in reading comprehension. However, when students are facing persistent difficulties in learning how to decode and spell words demonstrate an ongoing weakness in phonological awareness. As teachers we need to learn how to identify these students to provide the explicit instruction they need.

To enhance teachers´ skill to identify ELLs with dyslexia, they need to expand their knowledge about it, including approaches, strategies, and resources. Recognizing that this disability is transferred from the native language to the second language, they can involve parents to give additional support and make the necessary accommodations at home as well. Teachers and parents can work together to advocate for children, to help them develop the skills they need to acquire the English language and be successful readers.

It has been my experience and the experience of many teachers that we know general concepts of what dyslexia is. Therefore, it becomes a challenge for us to recognize children with this disability and to provide accurate and promptly intervention. For this reason, I designed a

website about English language learners with dyslexia. The main aim of this project is to provide information, additional resources, and strategies for teachers and parents of English language learners with this disability. General classroom teachers and ESL teachers can use this resource to acquire more information about ELLs with dyslexia, review phonological awareness teaching strategies that they use in their regular class instruction to accommodate their lessons, and integrate the Orton-Gillingham approach to their English as a second language teaching practices. Furthermore, parents with ELLs with dyslexia can learn about this disability, learn about accommodations to make at home, identify different strategies to support auditive discrimination and phonemic awareness in the native language that helps the acquisition of reading skills and their transfer to the English language. Teachers and parents can provide accurate assistance and intervention once they know more about this learning disability. The website can be used in an educational and family context.

During this process, I have had the opportunity to learn more about dyslexia, what resources, strategies, and resources can be used to provide accurate intervention to ELLs. I have recognized mistakes I have committed when teaching children who were having reading difficulties and that because of my lack of awareness received the incorrect intervention. I appreciate more the effort all children do to learn a second language and that they require more understanding from part of the teachers. Children can have success when learning to read, they just need to receive correct instruction. In addition, I have understood the language acquisition processes in the brain, and how with specific activities that involve multisensory skills, children with dyslexia can make connections to develop the reading skill. It is my purpose that this tool, serve as a source of information and guidance for teachers and parents of how to approach this learning disability.

Research on this topic is being developed in the last years. The website will include the additional outcomes of those new studies to provide updated information, strategies, and resources to foster the inclusion of English language learners in the classroom and to ease the anxiety of children and families. The website is available in two languages English and Spanish and it is expected to include other languages to support more families and communities. Finally, if it is used as a tool for fostering strategies to students with special needs related to dyslexia, there would be early identification of children, less reading failure, and more accurate intervention for children who have or are at risk this disorder.

Appendices

Appendix A: Intervention reading lesson planner samples

Intervention Reading lesson planner sample for Level I

Name:	**Level: I**	**Date:**
Objectives: • SWBAT know and apply grade level phonics and word analysis in decoding words. • SWBAT count, pronounce, blend and count syllables in spoken words. • SWBAT demonstrate understanding of spoken words, syllables, and sounds.	**Materials:** • Letter cards • Letter sound cards • Sand tray (glitter/rice) • Shaving cream • White boards and markers • Sheets of paper • Blending board • Read-only words cards • Controller reader text • Bumpy surface-sheet of paper-crayons	**Focus sounds:** "e" /ĕ/ Short vowel
Activities	**Description**	**Purpose**
Review drill- Warm up **Three-part drill** **Visual Drill: (2 min)** **Auditory Drill: (3 min)**	Students will review previous concepts as a warm-up activity to recall skills learned. It consists of three different parts and uses three different learning pathways. The three-part drill is presented in the same order. • The teacher asks students to say the sounds they see. The teacher displays cards one at a time, giving students the time to pronounce the sound of the letter or group of letters. The teacher does a little talking during visual drill, al cues are visual. Example: Students say the sounds "/b/, /s/, /t/, /ă/" according to the cards. • The teacher asks students to write the spelling of the sounds they have learned. The teacher involves sensory resources for students to trace and write the graphemes by using the sand box, glitter box, finger paint, jelly, etc., while they	Consistent review facilitates greater retention. As the program is sequential and cumulative it is important that all previous concepts are firm in each learners' mind ready to be retrieved. Kinesthetic/tactile By using the multisensory approach children verbalize, trace, and listen the production of the sounds to make a connection between phoneme and grapheme.

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Intervention Reading lesson planner sample for Level I

Blending Drill: (2 min)	verbalize at the same time the sound "b.../b/"; The teacher uses a phoneme/grapheme chart to track the ways students have learned to make each sound. • The teacher asks children to blend sounds together. At the beginning, they can blend VC words. "/a/ /t/... at" then add the consonant when children mastered the two sounds. "/b/ /ă/ /t/...bat" /m/ /ă/ /t/... mat" The teacher uses cards with VC words at the beginning and then move to CVC words. Students tap each sound with their fingers starting with the pointing finger. Students say the sound in isolation, then blend it to say the word or pseudoword. Note: if students are still struggling with blending sounds, they need to continue practicing phonemic awareness level until they can develop this skill before to continue adding more skills.	It combines the visual and auditory to read words.
Teaching new skill (13 min)	• The teacher presents the new sound. E /ĕ/ Ed. The teacher emphasizes the word Ed and stresses the /ĕ/ sound. The teacher focuses on letter sound relationship by remembering the key word in this case Ed (boy called Ed). • Then she introduces the dictation activity where students write on a white board or a sheet of paper words using the new sound learned. These are CVC words. pet jet let peg men hen set leg ten get Ken fed red net pen She adds compound words as bonus dictation words for advanced children	The new skill reinforces rules for reading. For instance, the use of close and open vowels. CVC words. Students can tap sounds withing a syllable, it helps them learn to isolate sounds, to slow down and increase accuracy.

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Intervention Reading lesson planner sample for Level I

	Pigpen bedbug sunset • Read-only words The teacher presents words for students to read where they can practice the new sound in CVC words. (words with bonus letters) bell tell sell mess chess • Dictation of sentences The teacher asks students to write simple sentences with sounds, red words and the new sound learned. The hen is red. Can Ted get the bed?	
Syllabication (10 min)	• The teacher shows a word with two or more syllables. Ss pound the syllables to find how many there are. Word: Magnet Syllables: 2 Students by using the rules for VCCV words figure out the pronunciation They use the strategy Vowels, bridge, consonant, split 1. Ss identify the vowels M a g n e t V V 2. Ss bridge the vowels M a g n e t 3. Ss identify the consonants M a g n e t V C C V	It is the process of breaking down multi-syllable words into their individual syllables. VCCV words are most common patterns in the Anglo-Saxon portion of the language. Students learn the different syllable types to know how to pronounce the syllable.

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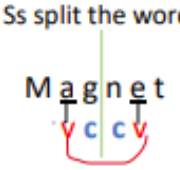
Intervention Reading lesson planner sample for Level I

	4. Ss split the words  Students can apply the syllable rule types to make the sound of the word. They read /m/ /ă/ /g/ /n/ /ĕ/ /t/ Closed syllables make short vowel sounds.	
Red words (8 min)	• The teacher presents the red word **"How"** She gives some sentences as an example of how to use it. How can she get her bed? How big was the pet? She asks children to spell the word while writing in on different materials. Three times on the air Three times on a bumpy surface Three times on a sand tray Three times taping the word Three times with shaving cream Three times on a sheet of paper. At least children repeat the same word by spelling and saying it from 15 to 18 times using different strategies.	Red words are words which are not phonetic, there are any rules for reading these words, so they must be learned by memory. There are from 15% - 20% of these kind of words in English. They are also called sight words. In Orton-Gillingham approach they are called red words because are words that you need to stop and avoid any syllabic rule to read.
Oral reading (12 min)	• Teacher presents reading material where students are practicing the combination of all the activities in the lesson. Students read the text and use the strategies and skills learned in the class. They practice for fluency, accuracy, and rate reading.	The oral reading activity combines all strategies in one activity. The readings used are controlled, so students practice and master what they have already learned.

Intervention Reading lesson planner sample for Level II

Name:	Level: II	**Date:**
Objectives: • SWBAT know and apply grade level phonics and word analysis in decoding words. • SWBAT count, pronounce, blend and count syllables in spoken words. • SWBAT demonstrate understanding of spoken words, syllables, and sounds.	Materials: • Letter cards • Letter sound cards • Sand tray (glitter/rice) • Shaving cream • White boards and markers • Sheets of paper • Blending board • Read-only words cards • Controller reader text • Bumpy surface-sheet of paper-crayons	**Focus sounds:** "dge" /j/ Three letter sound
Activities	Description	**Purpose**
Review drill- Warm up **Three-part drill** **(7 minutes)** **Visual Drill (2 minutes)** **Auditory Drill (3 minutes)**	Students will review previous concepts as a warm-up activity to recall skills learned. It consists of three different parts and uses three different learning pathways. The three-part drill is presented in the same order. The teacher asks students to say the sounds they see. The teacher displays cards one at a time, giving students the time to pronounce the sound of the letter or group of letters. The teacher does a little talking during visual drill, all cues are visual. Example: Students say the sounds of the combinations -ff, -ll, -ss, -zz, ng/nk, y (vowel), blends, -tch according to the cards. The teacher asks students to write the spelling of the sounds they have learned. The teacher involves sensory resources for students to trace and write the graphemes by using the sand box, glitter box, finger	Consistent review facilitates greater retention. As the program is sequential and cumulative it is important that all previous concepts are firm in each learners' mind ready to be retrieved. Kinesthetic/tactile By using the multisensory approach children verbalize, trace, and listen the production of the sounds to make a

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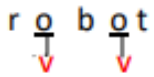
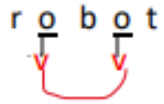
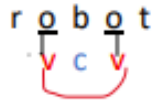
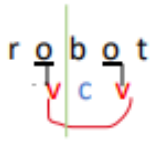
Intervention Reading lesson planner sample for Level II

	paint, jelly, etc., while they verbalize at the same time the sound "-ff…/f/"; The teacher uses a phoneme/grapheme chart to track the ways students have learned to make each sound.	connection between phoneme and grapheme.
Blending Drill (2 minutes)	The teacher asks children to blend sounds together. "/m/ /e/ /s/… mess" "/b/ /ŭ/ /z/…buzz" /p/ /ŭ/ /f/… puff" Students tap each sound with their fingers starting with the pointing finger. Students say the sound in isolation, then blend it to say the word or pseudoword. Note: if students are still struggling with blending sounds, they need to continue practicing phonemic awareness level until they can develop this skill before to continue adding more skills.	It combines the visual and auditory to read words.
Teaching new skill (13 minutes)	The teacher presents the new sound. "dge" /j/ judge. The teacher emphasizes the word "judge" and stresses the /j/ sound. The teacher focuses on letter sound relationship by remembering the key word in this case "judge". She explains that the /j/ sound is heard immediately after a short vowel at the end of a word, it is spelled "dge" dge… judge… /j/ Then she introduces the dictation activity where students write on a white board or a sheet of paper words using the new sound learned. fudge edge ledge judge hedge badge ridge budge wedge nudge Then she introduces more complex words trudge pledge bridge smudge Dictation of sentences The teacher asks students to write simple sentences with sounds, red words and the new sound learned.	The new skill reinforces rules for reading. For instance, the use of close and open vowels. CVC words. Students can tap sounds withing a syllable, it helps them learn to isolate sounds, to slow down and increase accuracy. The dictation sentences include red words.

Intervention Reading lesson planner sample for Level II

	I pledge to fetch every badge. Look for the lodge on the bridge. Do not smudge your hand with fudge. Trim the edge of the hedge.	
Syllabication (10 minutes)	The teacher shows a word with two or more syllables. Ss pound the syllables to find how many there are. Word: robot Syllables: 2 Students by using the rules for V/CV words figure out the pronunciation They use the strategy Vowels, bridge, consonant, split Ss identify the vowels  Ss bridge the vowels  Ss identify the consonants  Ss split the words  Students can apply the syllable rule types to make the sound of the word. They read /r/ /ō/ /b/ /ŏ/ /t/ Closed syllables make short vowel sounds.	It is the process of breaking down multi-syllable words into their individual syllables. VCCV words are most common patterns in the Anglo-Saxon portion of the language. Students learn the different syllable types to know how to pronounce the syllable.

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Intervention Reading lesson planner sample for Level II

Red words (8 minutes)	The teacher presents the red word "against" She gives some sentences as an example of how to use it. She can refuse against the rules. He ran and stood against the wall. They tapped the pencil against the paper. She asks children to spell the word while writing in on different materials: Three times on the air moving all arm straight and hand. Three times on a bumpy surface Three times on a sand tray Three times taping the word Three times with shaving cream Three times on a sheet of paper. At least children repeat the same word by spelling and saying it from 15 to 18 times using different strategies.	Red words are words which are not phonetic, there are any rules for reading these words. Ss learn them by memory. There are from 15% - 20% of these kind of words in English. They are also called sight words. In Orton-Gillingham approach they are called red words because are words that you need to stop and avoid any syllabic rule to read.
Oral reading (12 minutes)	Teacher presents reading material where students are practicing the combination of all the activities in the lesson. Students read the text and use the strategies and skills learned in the class. They practice for fluency, accuracy, and rate reading.	The oral reading activity combines all strategies in one activity. The readings used are controlled, so students practice and master what they have already learned.

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Intervention Reading lesson planner sample for Level III-IV

Name:	**Level: III-IV**	**Date:**
Objectives: • SWBAT know and apply grade level phonics and word analysis in decoding words. • SWBAT count, pronounce, blend and count syllables in spoken words. • SWBAT demonstrate understanding of spoken words, syllables, and sounds.	**Materials:** • Letter cards • Letter sound cards • Sand tray (glitter/rice) • Shaving cream • White boards and markers • Sheets of paper • Blending board • Read-only words cards • Controller reader text • Bumpy surface-sheet of paper-crayons	**Focus sounds:** "oa" /ō/ Vowel team
Activities	**Description**	**Purpose**
Review drill- Warm up **Three-part drill** **Visual Drill: (2 min)** **Auditory Drill: (3 min)**	Students will review previous concepts as a warm-up activity to recall skills learned. It consists of three different parts and uses three different learning pathways. The three-part drill is presented in the same order. • The teacher asks students to say the sounds they see. The teacher displays cards one at a time, giving students the time to pronounce the sound of the letter or group of letters. The teacher does a little talking during visual drill, al cues are visual. Example: Students say the sounds "/īz/, /ō/, /z/, /ā/" according to the cards. • The teacher asks students to write the spelling of the sounds they have learned. The teacher involves sensory resources for students to trace and write the graphemes by using the sand box, glitter box, finger paint, jelly, etc., while they verbalize at the same time the	Consistent review facilitates greater retention. As the program is sequential and cumulative it is important that all previous concepts are firm in each learners' mind ready to be retrieved. Kinesthetic/tactile By using the multisensory approach children verbalize, trace, and listen the production of the sounds to make a connection between phoneme and grapheme.

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Intervention Reading lesson planner sample for Level III-IV

	sound "es.../ĭz/" as in the words "buses". The teacher uses a phoneme/grapheme chart to track the ways students have learned to make each sound.	
Blending Drill: (2 min)	• The teacher asks children to blend sounds together. For instance, /b/ /ŭ/ /s/ /ĭz/...buses /ó/ /l/ ... all /b/ /ă/ /g/ /z/...bags Students tap each sound with their fingers starting with the pointing finger. Students say the sound in isolation, then blend it to say the word or pseudoword. Note: if students are still struggling with blending sounds, they need to continue practicing phonemic awareness level until they can develop this skill before to continue adding more skills.	It combines the visual and auditory to read words.
Teaching new skill (10 min)	• The teacher presents the new sound. oa /ō/ boat. The teacher emphasizes the word Ed and stresses the /ĕ/ sound. The teacher focuses on letter sound relationship by remembering the key word In this case "boat" • Then she introduces the dictation activity where students write on a white board or a sheet of paper words using the new sound learned. coat oat oaf loan boat goal load toad oak loaf goat soap coach roast coast throat roast float groan croak She adds compound words as bonus dictation words for advanced children oatmeal railroad coastline goalpost • Dictation of sentences	The new skill reinforces rules for reading. For instance, the use of close and open vowels. CVC words. Students can tap sounds withing a syllable, it helps them learn to isolate sounds, to slow down and increase accuracy. Dictation sentences include red words.

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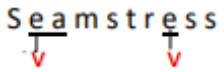
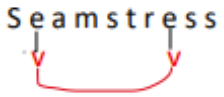
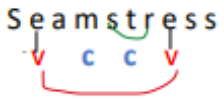
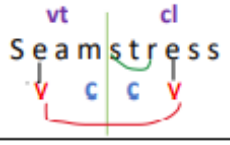
Intervention Reading lesson planner sample for Level III-IV

	The teacher asks students to write simple sentences with sounds, red words and the new sound learned. The toad swam in the foam. Can that boat float in the sea? Will they load that boat with coal? The team got the last goal in the game. Always give the foal oats to eat.	
Syllabication (10 min)	• The teacher shows a word with two or more syllables. Ss pound the syllables to find how many there are. Word: seamstress Syllables : 2 The teacher explains them that they are going to learn the fifth syllable type: vowel team. They use the strategy Vowels, bridge, consonant, split 1. Ss identify the vowels  2. Ss bridge the vowels  3. Ss identify the consonants  4. Ss split the words, identify the vowel team type. 	It is the process of breaking down multi-syllable words into their individual syllables. VCCV words are most common patterns in the Anglo-Saxon portion of the language. Students learn the different syllable types to know how to pronounce the syllable.

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Intervention Reading lesson planner sample for Level III-IV

	The teacher explains that the first syllable is a vowel team syllable. As it is not a closed syllable only has one vowel, not a pair, and it makes a short vowel sound. Students can apply the syllable rule types to make the sound of the word. They read /s/ /ē/ /m/ /s/ /t/ /r/ /ĕ/ /s/ Closed syllables make short vowel sounds.	
Red words (15 min)	• The teacher presents the red word **Wednesday** She gives some sentences as an example of how to use it. On Wednesday she is turning twelve. They will wear a sweater on Wednesday. She asks children to spell the word while writing in on different materials. Three times on the air Three times on a bumpy surface Three times on a sand tray Three times taping the word Three times with shaving cream Three times on a sheet of paper. At least children repeat the same word by spelling and saying it from 15 to 18 times using different strategies.	Red words are words which are not phonetic, there are any rules for reading these words, so they must be learned by memory. There are from 15% - 20% of these kind of words in English. They are also called sight words. In Orton-Gillingham approach they are called red words because are words that you need to stop and avoid any syllabic rule to read.
Oral reading (12 min)	• Teacher presents reading material where students are practicing the combination of all the activities in the lesson. Students read the text and use the strategies and skills learned in the class. They practice for fluency, accuracy, and rate reading.	The oral reading activity combines all strategies in one activity. The readings used are controlled, so students practice and master what they have already learned.

Appendix B: Ten-minute activities for ELL´s parents in Spanish

Actividad # 1

Objetivo: Desarollar la Conciencia fonológica

Sonidos onomatopéyicos

Esta actividad le permitirá desarrollar la conciencia fonológica al reconocer los sonidos de la naturaleza o del medio ambiente y simularlos con la voz del niño. Si es posible dirijase a un lugar en el exterior. Explique a su hijo que van a identificar los sonidos y a tartar de imitarlos con su propia voz.

Por ejemplo:

El sonido de un perro ladrando: guau-guau

Sonido de un auto: rrun run

Sonido de una puerta: Tun

Vea los siguientes videos que contienen juegos onomatopeyicos.

Adivinar los sonidos

https://www.youtube.com/watch?v=ZF29rHlRLZk

Sonidos de la naturaleza-discriminación auditiva

https://www.youtube.com/watch?v=noQTk4mOmIQ

Sonidos de transportes-discriminacion auditiva

https://www.youtube.com/watch?v=k4e83d6AA3s

Onomatopeyas que produce el cuerpo

https://www.youtube.com/watch?v=16Wx_qcjnhI&list=PLfVDJFxsvnTTkHGlFItWyMJMcO0BUvMtq

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Actividad # 2

Objetivo: Desarollar la Conciencia fonológica

Rimas

Esta actividad le permitirá desarrollar la conciencia fonológica al reconocer los sonidos iguales en palabras diferentes. Esto ayuda a la discriminación auditiva

Por ejemplo:

Palabras que rima con la palabra gato es pato.

Casa-masa

Perro-cerro

Vea los siguientes videos que contienen juegos de rimas.

Juegos de rimas para niños- Conciencia fonológica

https://www.youtube.com/watch?v=TR7HZ43lwl8&t=26s

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Actividad # 3

Objetivo: Desarollar la discriminación auditiva

Rima de sonidos iniciales y finales

Esta actividad le permitirá desarrollar la discriminación auditiva al reconocer los sonidos iniciales y finales en palabras. Esto ayuda a la discriminación auditiva.

Por ejemplo:

Palabras que empiezan con "le": leche, lechuga

Palabras que empiezan con cho: chocolate, chorizo

Palabras que terminan con "ma": cama, puma

Palabras que terminan con "rro": carro, tarro

Vea los siguientes videos que contienen juegos de sonidos iniciales y finales.

Palabras que inician con la misma sílaba

https://www.youtube.com/watch?v=ce26TsZRfiw

Rimas de palabras que terminan igual

https://www.youtube.com/watch?v=zZQYzFpjY54

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Actividad # 4

Objetivo: Desarollar la comprensión

Adivinanzas

Esta actividad le permitirá desarrollar la comprensión al analizar las descripciones de las adivinanzas para identificar el objeto en descripción. Puede comenzar con esta lista y luego haces sus propias adivinanzas.

ADIVINANZAS

Es una zona de la casa. Hay azulejos. Te puedes duchar.

(baño)

Objeto blanco que se puede pintar o dibujar. También sirve para leer

(papel)

Tiene cinco dedos. Se pueden coger las cosas. Como los juguetes.

(mano)

Sirve para guardar cosas. Unas veces es ropa. Es de madera.

(armario)

Tiene respaldo. Tiene cuatro patas. Suele ser de madera.

(silla)

Te da luz. Sirve para alum Brar. Se pone en las habitaciones.

(lámpara)

Donde nadan los peces y el agua es muy salada.

(mar)

Se pone en la cabeza. Cuando hace sol te la pones. Cuando vas de paseo también.

(sombrero-gorra)

Son gaseosas. Están en el cielo y se ven blancas.

(nubes)

Se lleva en la espalda. Es un sitio donde se lleva al colegio una cosa.

(maleta)

Cosa blanca que normalmente tiene dibujos. Te limpias la boca con ella.

(servilleta)

Es un animal que se sube a los tejados. Araña las cortinas.

(gato)

ADIVINANZAS

Cuando es pequeño anda a cuatro patas. Cuando es mayor anda a dos patas y cuando es viejo anda a tres patas.

(persona)

Tiene pétalos. Tiene hojas. Puede ser de color rosa. Hay polen.

(flores)

Se corta el pelo. Es pequeña. Con ella se pueden cortar muchas cosas

(tijeras)

Está en el suelo y en las plantas. Por encima hay hierba. Hay en muchos sitios.

(tierra)

Es lo contrario de noche. Nos levantamos a esa hora y vamos al colegio.

(el día)

Es una cosa que se puede comer. Lo hacen los pasteleros.

(pastel- pan- galletas)

Es una cosa que hace agua, y cuando se apaga caen gotitas y nos podemos bañar en ella.

(ducha)

Tiene rayos y viento. Sale de las nubes.

(tormenta)

Se graba. Se ve por la tele, por el cine. Lo puedes ver por el ordenador o por el portatil.

(video)

DYESLXIA

Actividad # 5

Objetivo: Desarollar atención, comprensión y memoria

Juegos de memoria y comprensión

Esta actividad le permitirá desarrollar atención, comprensión y memoria. Estas actividades ayudaran a su hijo a analizar el lenguaje a nivel comprensivo y a mejorar la memorización de vocabulario.

Por ejemplo:

- Colocar objetos sobre la mesa y pedirle al niño que observe detenidamente y mencione que ve. Luego retirar un objeto y preguntar al niño que hace falta.
- Juego de frutas: mencionar frutas y a medida que se añade una más se debe repetir las que se mencionaron antes.
  - pera
  - pera, manzana
  - pera, manzana, sandía
  - pera, manzana, sandía, piña
- Juegos de vocabulario: mencionar palabras de objetos de la cocina, o el baño; una variación puede ser familias de palabras por relación en común. Ej. vacaciones (sol, juegos, parque, helados); juegos de familias de palabras por derivación (casa, casita, casona, casera).

Juegos de vocabulario

https://www.youtube.com/playlist?list=PLfVDJFxsvnTT5bv-dDKEfoWoB1uv6YtRo

Juegos de atención comprensión y memoria

https://www.youtube.com/playlist?list=PLfVDJFxsvnTTNntm04XLj6LuErhBS8jLF

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Appendix C: Additional printable resources

ADIVINANZAS

Es una zona de la casa. Hay azulejos. Te puedes duchar.

(baño)

Tiene cinco dedos. Se pueden coger las cosas. Como los juguetes.

(mano)

Tiene respaldo. Tiene cuatro patas. Suele ser de madera.

(silla)

Donde nadan los peces y el agua es muy salada.

(mar)

Son gaseosas. Están en el cielo y se ven blancas.

(nubes)

Cosa blanca que normalmente tiene dibujos. Te limpias la boca con ella.

(servilleta)

Objeto blanco que se puede pintar o dibujar. También sirve para leer

(papel)

Sirve para guardar cosas. Unas veces es ropa. Es de madera.

(armario)

Te da luz. Sirve para alum Brar. Se pone en las habitaciones.

(lámpara)

Se pone en la cabeza. Cuando hace sol te la pones. Cuando vas de paseo también.

(sombrero-gorra)

Se lleva en la espalda. Es un sitio donde se lleva al colegio una cosa.

(maleta)

Es un animal que se sube a los tejados. Araña las cortinas.

(gato)

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ADIVINANZAS

Cuando es pequeño anda a cuatro patas. Cuando es mayor anda a dos patas y cuando es viejo anda a tres patas.

(persona)

Tiene pétalos. Tiene hojas. Puede ser de color rosa. Hay polen.

(flores)

Se corta el pelo. Es pequeña. Con ella se pueden cortar muchas cosas

(tijeras)

Está en el suelo y en las plantas. Por encima hay hierba. Hay en muchos sitios.

(tierra)

Es lo contrario de noche. Nos levantamos a esa hora y vamos al colegio.

(el día)

Es una cosa que se puede comer. Lo hacen los pasteleros.

(pastel- pan- galletas)

Es una cosa que hace agua, y cuando se apaga caen gotitas y nos podemos bañar en ella.

(ducha)

Tiene rayos y viento. Sale de las nubes.

(tormenta)

Se graba. Se ve por la tele, por el cine. Lo puedes ver por el ordenador o por el portatil.

(video)

Intervention Reading lesson planner template

Name:	**Focus sound:**
Objectives: • SWBAT • SWBAT • SWBAT	**Materials:** • • • • • • • • •
Activities	**Description**
Review drill- Warm up **Three-part drill** **Visual Drill:** **Auditory Drill:** **Blending Drill**	• • •

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Intervention Reading lesson planner template

Teaching new skill	• The teacher presents the new sound. • Dictation activity • Dictation of sentences
Syllabication	• Vowels, bridge, consonant, split 1. Ss identify the vowels 2. Ss bridge the vowels 3. Ss identify the consonants 4. Ss split the words, identify the vowel team type.
Red words **Sensory input by using different materials.**	• The teacher presents the red word
Oral reading	• Controller reading activity

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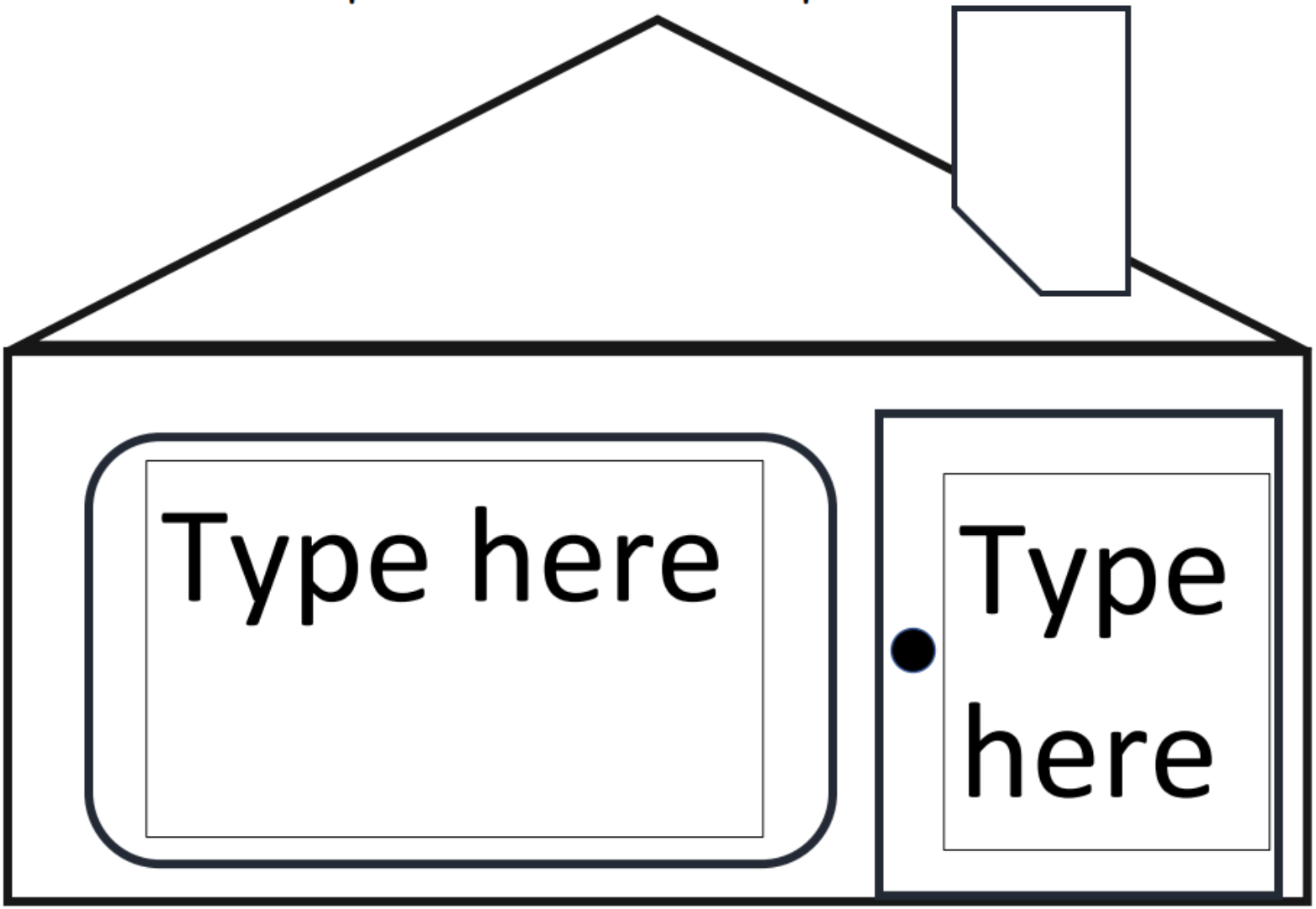
Open and closed vowels template house



Red words group I

the	one	only	once
two	four	do	does
were	what	where	their
said	you	your	want
of	from	to	too
done	don't	gone	was
they	there	are	says
have	give	live	also

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Red words group 2

who	whom	whose	whole
would	should	any	many
some	come	such	much
woman	women	buy	build
been	both	always	could
sure	very	owe	own
rich	which	father	aunt
busy	half	pint	ninth

DYESLXIA

Red words group 3

who	whom	whose	whole
would	should	any	many
some	come	such	much
woman	women	buy	build
been	both	always	could
sure	very	owe	own
rich	which	father	aunt
busy	half	pint	ninth

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Open Syllable

An open syllable has only one vowel.

- The vowel has a long sound (like the 'i' in line).
- The vowel is the last letter of the syllable.

Open syllables have no more than one consonant between the open syllable and the next vowel.

Examples: ba-by, fe-male, i-vy, fro-zen, & Cu-pid

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Closed Syllable

A closed syllable has only one vowel.

- The vowel has a short sound (like the 'i' in mill).

If the word is only 2 letters, it must end with a consonant.

Examples: in, on, of, at, & it

If the word is 3+ letters, a closed syllable has 1 consonant before and 1 (or more) consonants after the vowel.

Examples: cat, catch, net, nest, web, man, roll, & bark

If a word has 2 closed syllables next to each other, there will be two consonants between the vowels.

Examples: win-ter, sum-mer, com-mon, & tem-per

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R-controlled Syllable

- A vowel, diphthong, or triphthong that has an "r" or a "re" ("r" with a silent "e") after it.
  Examples: deer, whis-per, worth, care, & fire
- R-controlled vowels are usually pronounced in a different way because they are "controlled" by the r.

er, ur, & ir vowels sound like the er in "her"
Examples: per, fur, her, birth, shirt, & hurt
Some ar vowels sound like the ar in "far"
Examples: par, far, car, & star
Other ar vowels sound like the ar in "share"
Examples: pair, hare, hair, & stare
or vowels sound like the or in "for"
Examples: or, for, floor, & door

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Vowel teams Syllable

A group of 2 to 4 letters, usually vowels, which make a single vowel sound.

- If a vowel team is made of 2 vowels, usually only the first vowel is pronounced.
  Examples: rain, fail, suit, & clean
- A vowel team can create a long or short vowel sound.
  Examples: toast, look, saw, feel, wear, & bread
- If a vowel team syllable has a consonant in it, the vowel is usually pronounced differently from normal vowels.
  Examples: walk, loud, sound, though, te-di-ous, tight, & straw

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Silent-e (CVe) Syllable

The silent-e syllable is also called VCe, which stands for Vowel-Consonant-e.

- It consists of a vowel, followed by a consonant, followed by an "e" that is silent.
- It's usually the last syllable in a root word.

The vowel has a long sound (like the 'i' in line).

Examples: take, cake, theme, line, tone, tune, & ex-ile

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C-le Syllable

The C-le syllable is also called the Consonant-le.

- It consists of a consonant followed by an "le."
- It's usually the last syllable in a root word.
- Does the word end with 'ckle'?

Divide right before the 'le.'

Examples: tack-le, freck-le, tick-le, & buck-le

- Does the word end with 'le' (not 'ckle')?

Is the letter before the 'le' a consonant?

Divide 1 letter before the 'le.'

Examples: ap-ple, rum-ble, fa-ble, & ta-ble

Is the letter before the 'le' a vowel?

Do nothing.

Examples: ale, scale, sale, file, & tile

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Diphthong Syllable

- A syllable containing two vowel sounds (VV) in which a new vowel sound is formed by the combination of both vowel sounds. Oi, oy, oo, ou, ow, au, aw, ew

  Examples: foil, toy, owl, blue, cloud, food, annoy, audio, pout

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Other final stable Syllables

A syllable that is usually at the end of words and can be taught as a recognizable unit such as:
-sion, -tion, -ture, -sure, -age, -cious, -tious

Example: tension, nation, culture, composure, rampage, gracious, infectious.

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Appendix D: Website pages in Spanish-screenshots

DYESLXIA

ES

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Dislexia síntomas e indicadores

Niños en edad preescolar:

- pronunciar palabras incorrectamente
- lucha para nombrar objetos familiares
- recuperar secuencias con dificultad, perder la pista fácilmente
- comunicar historias difíciles de seguir
- aprender rimas infantiles o canciones que riman lentamente
- sigue una dirección a la vez

Niños de K-2 grado:

- aprender los nombres de las letras y recordar sus sonidos con dificultad
- letras inversas o inversas que se parecen
- dificultad para leer palabras familiares
- palabras sustitutas
- no escuchar sonidos individuales y mezclarlos para formar una palabra, y
- olvídate de cómo se escriben las palabras.

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Maestros

Los maestros juegan un papel importante durante la identificación de los primeros signos de dislexia y mientras brindan una instrucción precisa. La intervención en niños con dislexia se centra en el desarrollo de la conciencia fonémica, la decodificación y la lectura de palabras. Cuando los estudiantes hayan adquirido las habilidades necesarias, podrán recuperar información sólida, reglas y vocabulario de la memoria léxica y de trabajo.

Según la definición de la *IDA (Asociación Internacional de Dislexia), la* dislexia es un trastorno neurobiológico. Los estudiantes tienen dificultades para hacer las conexiones correctas en el cerebro para recuperar información sobre la correspondencia de letras y sonidos que ayuda a la precisión y fluidez al leer. Los estudiantes necesitan encontrar diferentes formas de hacer esas conexiones. Algunos estudios han demostrado que los estudiantes disléxicos del idioma inglés tienen habilidades extraordinarias al integrar múltiples sentidos. Además, pueden recordar lo que han aprendido fácilmente tocando, construyendo y explotando sus habilidades no verbales. La incorporación de estas habilidades al aprender sonidos, letras y palabras puede ayudar a los estudiantes ELL con dislexia a adquirir las habilidades de lectura necesarias para triunfar académicamente.

Los programas de instrucción apropiados que satisfacen las necesidades específicas de los niños con dislexia incluyen el enfoque multisensorial además de la capacitación en conciencia fonológica. La mayoría de los programas "básicos" habituales incluyen ejercicios visuales y auditivos, en los que los estudiantes aprenden a manipular los diferentes sonidos del inglés para completar una tarea de lectura. Los maestros pueden usar los mismos recursos, sin embargo, deben adaptarse a la instrucción para brindar un apoyo preciso a los niños con dislexia.

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Padres
El papel de los padres en el apoyo a los estudiantes del idioma inglés con dislexia es importante. Hacen los arreglos para brindar un ambiente de aprendizaje adecuado en el hogar mientras enriquecen el idioma nativo o inglés de sus hijos leyendo juntos, contando cuentos tradicionales orales, jugando juegos de palabras y cantando, entre otras actividades divertidas.
Puede ser abrumador saber que su hijo tiene dislexia, sin embargo, aprender sobre diferentes formas de apoyarlo cambiará su punto de vista. La dislexia hace que los niños tengan dificultades para aprender a leer y escribir en cualquier idioma, por lo que si su hijo tiene deficiencias al aprender a leer en inglés es porque tiene las mismas deficiencias en su primera lengua. Ayudar a su hijo a aprender y comprender cómo funciona el idioma nativo ayudará a establecer conexiones con el segundo idioma.
El manual de IDA sobre dislexia Lo que toda familia debe saber , describe prácticas adicionales que ustedes, como padres, podrían considerar para apoyar la educación de su hijo con dislexia. Primero, necesita aprender sobre esta discapacidad de aprendizaje para ajustar sus rutinas y actividades diarias. Esto incluye crear una colección con el trabajo de su hijo, mantener altas expectativas, visitar el aula de su hijo, ser paciente, leer en voz alta con su hijo, ayudar a su hijo con un pasatiempo o una habilidad de interés, hablar con su hijo y mantener el sentido del humor, entre otros. Las actitudes frente a las necesidades de aprendizaje de su hijo juegan un papel importante porque al final, son ustedes quienes abogan el/ella.

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Recursos
Al planificar el alojamiento para estudiantes de inglés con dislexia, los maestros y los padres deben tener en cuenta todos los materiales y recursos que involucran habilidades multisensoriales, como superficies llenas de baches, tizas de diferentes colores, bandejas de arena / brillo / arroz, crema de afeitar, pintura, plastilina palitos de cera, materiales audiovisuales, entre otros. Estos recursos brindan las experiencias que los niños con dislexia necesitan para hacer conexiones y entrenar el cerebro con nuevas estrategias para aprender a leer y escribir.
Es importante señalar que los niños con esta necesidad de inclinación tienen habilidades sensoriales extraordinarias, el uso del tacto, la vista y el oído marcan la diferencia en la experiencia de aprendizaje. El uso de actividades cinestésicas que involucran movimientos corporales ayuda a aumentar la memoria de trabajo en el cerebro y conduce a recuperar información al completar tareas de lectura.
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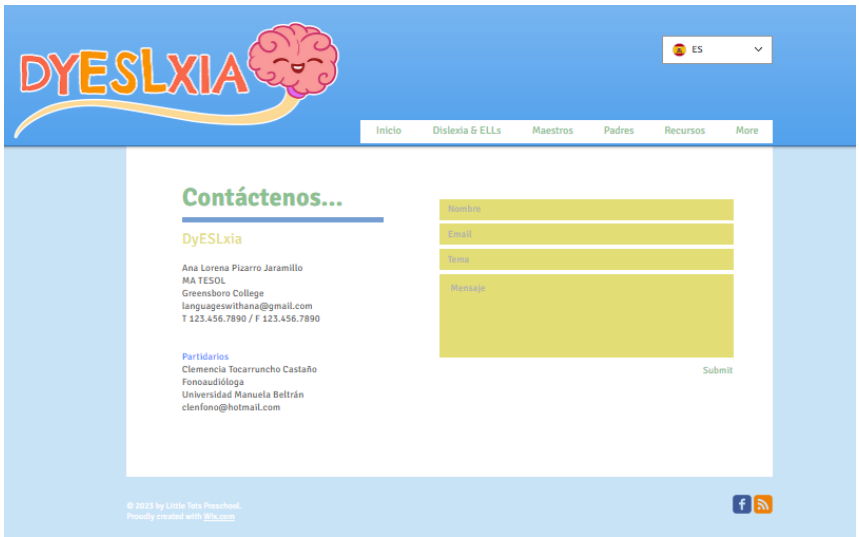
Más información sobre la dislexia
Encuentre más información sobre qué es la dislexia, recursos adicionales para padres y maestros, lugares de capacitación para maestros y más en los siguientes enlaces.
La Asociación Internacional de Dislexia es una organización de los principales investigadores, maestros, profesionales y padres del mundo dedicada a ayudar a las personas con dislexia, a sus familias y a quienes las apoyan.
Entendido es una organización sin fines de lucro. Desde 2014, Unders okay ha servido a millones de familias de niños que aprenden y piensan de manera diferente. En 2012, se creó nuestro programa Workplace y ha ayudado a miles de personas con todo tipo de discapacidades a encontrar un empleo significativo en empresas inclusivas.
Pruebas de dislexia en línea El evaluador de dislexia más profundo de Internet. Identifica la raíz de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